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ABSTRACT

A study was conducted in a single four-county region in Minnesota to determine the nature and extent of nonformal education, or educational programs designed for people who have completed secondary education (or who are beyond the compulsory school age) and which are offered by any institution or agency outside the traditional postsecondary institutional sector (business, citizens associations, government agencies, labor unions, mass media, professional organizations, private social agencies, community education programs). Data relative to 1974-75 was collected only for those education activities which were of three hours or longer, and which had as their goals occupational and career advancement or intellectual and interpersonal development. Data was collected by on-site visits and through background research. Implications of the study revealed that (1) living in a rural area constitutes a barrier to continuing education; (2) a greater proportion of learning experiences are available in occupationally related fields than in personal development and basic education areas; (3) more inservice training opportunities are available in professional or managerial areas than in other types of jobs; (4) many providers in the nonformal sector maintain mutual communication and planning relationships; and (5) most providers reported a need for information and assistance relative to a more complete network of all educational providers, staff training in instructional methods, decision making concerning programs, and implementation of continuing education activities. This report of the study presents information according to two schemes: by the nature of the content of educational offerings provided and by the nature of the provider. An essay on nonformal education and a brief demographic sketch of the region studied are also included. (SH)

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ALTERNATIVES FOR LIFELONG LEARNING IN MINNESOTA:

THE NONFORMAL EDUCATIONAL SECTOR

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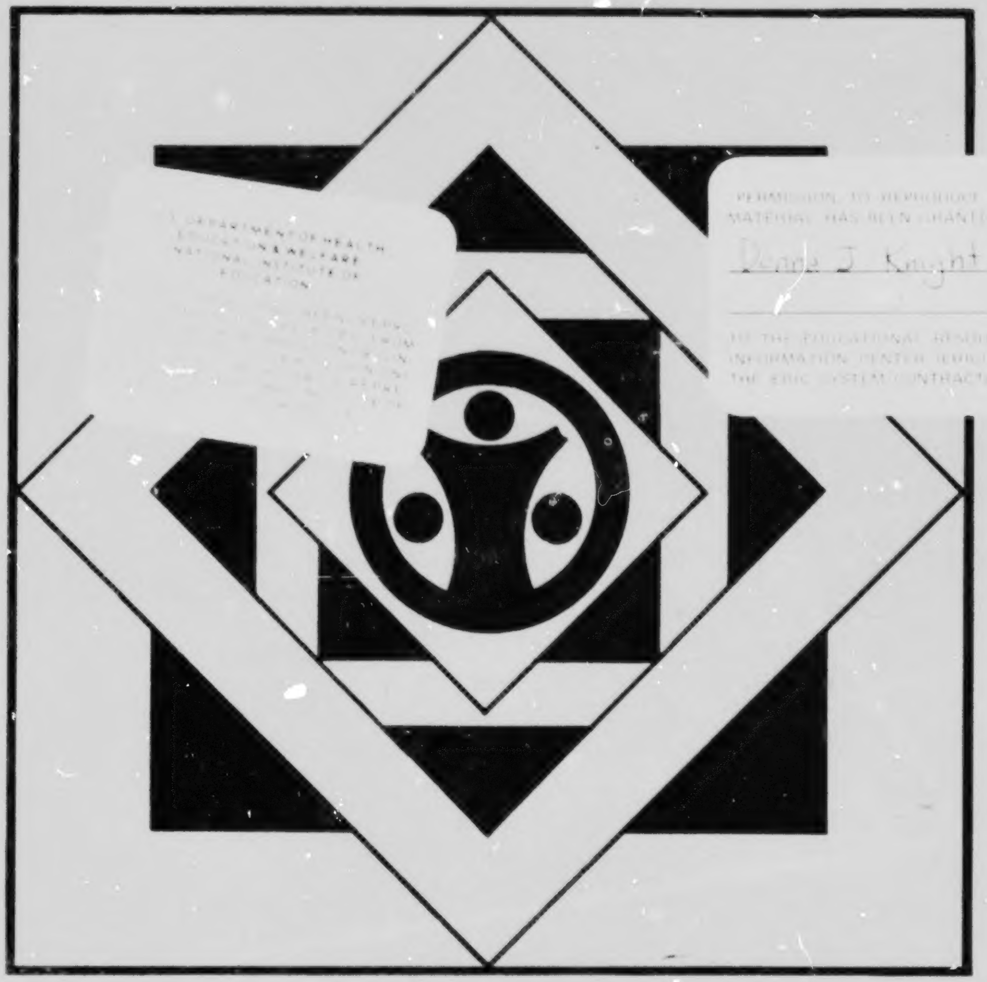

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FINAL REPORT

Minnesota State Planning Agency

June, 1977

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I. INTRODUCTION

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The phenomenon of "lifelong learning" is emerging as an important dimension of the education process. The yearly increase in offerings geared to the needs and interests of learners over age eighteen underscores the crucial role education plays in helping people deal effectively with the complex demands of a rapidly changing society. By 1977, continuing education will encompass a larger number of students than will the enrollment of young students in the formal educational system (Moses). This trend is expected to increase in the years ahead. In addition, recent research emphasizes that adults as learners display unique characteristics which mandate different planning and implementation considerations. Therefore, providing for the learning needs of adults is an activity with its own requirements and is important in its own right.

As important as continuing education is and will continue to be, it would be an oversight to make planning decisions affecting all citizens without information as to the nature and extent of the total range of existing programs designed for them. This fact became overwhelmingly clear during a study conducted by this author in the summer of 1975 which surveyed learning opportunities offered by formal postsecondary institutions which were of special appeal to adults who had postponed or interrupted their educations (Knight). It is imperative that all providers of educational opportunities for adults be studied because most adults enroll in continuing education courses outside of formal post-secondary institutions and will continue to do so. Further, as vocational schools, colleges, and universities look to the adult sector of the population as potential students, planners and policy-makers need to understand what is already being done in order to avoid necessary duplication and competition. Finally, it is crucial that efforts be made to explore the myriad of learning resources apparent in any given community, many of which remain untapped and overlooked.

II. PURPOSE OF THE STUDY

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For these reasons, the Minnesota State Planning Agency has conducted a study in a single four-county region to determine the nature and extent of educational programs designed for people who have completed secondary education (or who are beyond the compulsory school age) and which are offered by any institution or agency outside the traditional post-secondary institutional sector.

In this context, it seems helpful to classify education and educational providers into three sectors:

Formal - includes:

- Vocational and technical schools
- Community colleges
- Four-year colleges
- Universities and graduate colleges
- Correspondence, proprietary schools

Non-Formal - includes:

- Business organizations
- Citizens associations, interest groups
- Government agencies
- Labor unions
- Mass media
- Professional organizations
- Private social welfare organizations
- Service clubs
- Community education programs of secondary schools

Informal - includes:

Self

Family

Social groups

Neighborhood haunts

Personal media (Adapted from Seay)

The providers studied in this report are those classified as "nonformal" and which offer organized, structured educational programs.

In order to limit the scope of the study, data relative to 1974-75 was collected only for those educational activities which were of three hours or longer in duration, and which had as their goals occupational and career advancement or intellectual and interpersonal development. Therefore, hobby-related and recreational activities were not considered in the scope of this report, nor were regularly-scheduled meetings, speeches or conventions unless they proved to include learning sessions lasting longer than three hours. Counseling, therapeutic and other direct service activities were also not considered appropriate to this report.

The data collection instrument, a questionnaire, was administered personally in on-site visits by study staff and requested information relative to the nature and extent of programs offered, faculty and student characteristics, target population, and revenue sources.

The overall aim of the project was to outline the "nature of the universe" in a single four-county region and to identify the basic networks, resources, and state of the art in the nonformal educational sector in addition to designing appropriate research methods for future studies. Region 7W, comprised of Stearns, Benton, Sherburne, and

Wright counties, was selected as the study area due to the presence of a larger city (St. Cloud) as well as numerous small communities with a strongly rural character. Timelines for the project included six weeks for background research and design, twelve weeks for data collection, and four weeks for tabulation and report completion. Study staff consisted of one full-time planner and a community-based part-time intern.

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Knight, Donna. Lifelong Learning in Minnesota: Post-Secondary Educational Alternatives for Mature Students. St. Paul: Minnesota Department of Administration, December, 1975.

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Seay, Maurice. Community Education, A Developing Concept. Midland, Michigan, 1974, pp. 69-70.

III. PLAN OF THE REPORT

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Since the goal of this report is to describe previously uncharted territory, efforts have been made to provide as much descriptive information as possible.

An introductory essay is included in order to more adequately analyze the significance of the providers comprising the nonformal educational sector, afford an overview of recent efforts, and describe recent trends toward educational networking and brokering.

A brief sketch of Region 7W will describe the geographical, economic, and population characteristics of that area which are relevant for educational planning.

The information collected in on-site visits will be organized according to two schemes: 1) by the nature of the content of educational offerings provided; and, 2) by the nature of the provider. As the former method seems to provide a more meaningful and comprehensive method for studying post-secondary education, it will be discussed in the greatest detail.

In addition, implications of the study findings will be outlined and policy questions raised. A final section will contain a number of practical suggestions for carrying out similar studies and includes the revised data collection instrument used in this project.

The author is grateful to all those who were generous with their time, anxious to be of help, and supportive of a new venture of this type. The greatest degree of appreciation, however, must be given to the people who themselves represent the educational providers studied, for without their efforts the learning needs of a great number of citizens would not be served.

It is hoped that this assessment of the current nonformal post-secondary resources in one planning region will prove useful to those persons interested in gaining a perception of the total scope of educational opportunities available to citizens in Minnesota.

IV. INTRODUCTORY ESSAY: THE NONFORMAL EDUCATIONAL SECTOR: NATURE, SIGNIFICANCE, IMPLICATIONS

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Introduction

During the past several years, the inadequacies of the traditionally-held view of education as the preparation of young people for adult life have increasingly come to light. New interest in the concept of "lifelong learning" has been displayed not only by educators, but by politicians, mass media, and the general American public as well. The three major factors which account for the expanding concept of education are: 1) demographic trends; 2) the necessity for careful allocation of scarce public monies; and, 3) the de-emphasis on formal schooling.

1. Demographic Trends

While it is predicted that the population in the United States will increase from 2[illegible] million in 1975 to over 250 million by the year 2000, experts agree that middle-aged and older groups of citizens will predominate. The National Advisory Council on Extension and Continuing Education (1975) summarizes this trend as follows:

	Under 15	15-24	25-44	45-64	65+
Percent (1975)	25.3	18.9	25.2	20.3	10.4
Distribution (2000)	22.6	15.2	29.3	22.0	10.9
Percent Difference	-2.7	-3.7	+4.1	+1.7	+ .5

In Minnesota, the State Demographer's Office (1975) projects a population increase from 3.9 million in 1975 to 4.65 million by the year 2000. Differences in age distribution patterns similar to national trends are also predicted:

		Under 15	15-24	25-44	45-64	65+
Percent	(1975)	25.9	19.9	24.1	19.0	10.9
Distribution	(2000)	21.0	14.5	30.8	22.6	10.9
Percent Difference		-4.9	-5.4	+6.7	+3.6	0

(It should be noted here that the proportion of persons 65 years and over is expected to peak in 1985 at 11.3% and then decline to 10.9% by the year 2000.) The number of people over 18 participating in education rises significantly each year and is expected to continue (13 million persons were engaged in adult education in 1969; the total was 15.7 million by 1972). (Okes, 1974 and NACECE, 1975) The increasingly rapid rate of technological growth and social change which necessitate vocational upgrading and retraining elucidate but a few of the reasons for increased participation in education. In terms of the number of persons who are both "active" and "potential" learners, significant increases in the numbers of participants in post-secondary learning activities will continue to occur.

2. Allocation of Public Monies

In recent years, education has emerged as the single greatest nondefense expenditure of public funds (Moses, 1971). However, these education subsidies have primarily occurred in programs for the young. In a period of rising costs and a relatively stable population growth rate, the allocation of goods and services rather than their increase becomes essential. Critical questions as to which claimants shall receive consideration must be raised. Public officials will need to address themselves to issues emerging in a world in which Stanley Moses (1971) terms the educational "core" (the sequential ladder of educational progression ranging from kindergarten through graduate and professional schools) no longer plays a dominant role.

3. De-emphasis on Formal Schooling

Many forces have been at work during the past few years to expand the concept of education to include the existence and possibilities of alternative modes for learning which occur outside the formal organizational structure of schools. In Diversity by Design (1973), Samuel Gould describes three phenomena contributing to this occurrence:

> 1. Much of the information which was once considered the monopoly of schools is increasingly acquired from other sources such as journalism and broadcasting media, books, films, travel, and general experience.
>
> 2. The pace of change places new emphasis on the mastery of long-term principles which apply regardless of short-term change and on understandings which enable a person to cope with changing needs and pressures.
>
> 3. Individual competence has become a major goal. It is demonstrated by the ability to use knowledge regardless of where it was acquired. (p. 29)

In numerous other ways, the world today is quite different from that in the past. The number of careers a person holds in a lifetime is expected to increase, due in many cases to the rate of growth of occupational obsolesence. In addition, women are entering the labor force at an increasing rate. Further, the proportion of unskilled workers is decreasing and is accompanied by increases in professional, managerial, and technical personnel as well as by a magnification in the importance of service industries. All of these phenomena increase the importance of ongoing career education. For the public as a whole, the expansion in the amount of leisure time, the rise in technological innovations and their rapid diffusion, and the changes in the nature, production, and distribution of knowledge necessitate public and consumer education to help people keep pace with the world around them.

Concomitantly, the recent and steady growth of adult education and its success in dealing with varied audiences and diverse problems such as reducing adult illiteracy, increasing agricultural production, and providing valuable in-service education to employees in business and industry are attracting increased attention. Although precise definitions for the terms used to describe the education of adults are lacking, considered together, "post-secondary part-time, continuing, and adult education include all activities beyond secondary school and all of the students who are not in full-time undergraduate or graduate status" (Williams p. 1). Therefore, such education is clearly not limited to degree-granting institutions or on-campus classroom attendance, but rather includes a wide variety of providers, most of whom receive no public subsidies.

Contrasting with the post-secondary part-time, continuing, and adult education system is that for full-time post-secondary education which is currently characterized by such trends as the leveling off of enrollments, an overlap between high school and first year post-secondary programs, the loss of top priority status in the public mind, little hope of an increased percentage of the state budget, and a decreasing emphasis on degrees in favor of competency-based credentialing. Despite these rather significant changes, the traditional education system continues to be built on a full-time/youth/day model (Williams). Funding formulas, reflecting this model, are not conducive to innovations which would provide links between full-time education and that of a post-secondary part-time, continuing, and adult nature in order to assure articulation and cooperation.

Clearly, what is needed is a rethinking of the content, purposes, and meaning of organized education in order to restructure its role to fit the needs of a changing people and their society. In doing so, a distinction must be made between "learning"--something which may occur in any situation--and "education" which involves deliberately organized and structured learning situations (although traditional instructional methods may not be employed). Education may be considered as involving three sectors of providers:

1. Formal such as vocational-technical institutes, community colleges, four-year colleges, universities and graduate colleges, correspondence and proprietary schools.
2. Nonformal such as mass media, community education programs of secondary schools, government agencies, private business, labor unions, and social welfare organizations.
3. Informal such as the self, family, social groups, personal media, and neighborhood haunts. (Adapted from Seay, pp. 69-76)

Of these, the first two--formal and nonformal--constitute those which are crucial in mapping out a new conceptual framework for consideration in educational planning and public policy. Such a comprehensive educational policy would focus on how learning takes place, at what time in life, in what sort of environment, and who should receive what kind of education--and when--and where.

Planning, then, is essential and should focus on the users (consumers) of educational services and should concern itself with how, when, and where if the public obligation to all learners is to be realized (Williams, 1973). Within this framework, all forms of education, both within and without the traditional formal system should be studied in order to determine the ways in which they can contribute to a comprehensive, well-articulated system which will better meet the learning needs of all citizens.

The Key Notions of Continuing Education

In order to better understand what shall be termed "continuing education" in this paper, what seem to be its major assumptions will be examined. These key notions are drawn from research literature, state studies (particularly the drafts done in New York by the Central Region Education Studies Committee at Cornell), conversations with concerned persons, and the observations of this author. They represent an attempt to clarify a concept which, although embracing a myriad of definitions and forms, represents a unified whole.

1. Education may occur at any stage during the life span.

The number and diversity of research studies on aging reflect a growing concern with human development. Findings of such researchers as Havighurst (1973), Kohlberg (1972), Levinson (1974), and Gould (1972) confirm what many Americans have known for years--that people have changing needs and concerns as they pass through various life stages. In addition, although a number of physiological changes exist in the aging process, neither the capacity nor the desire for learning decreases with advancing age. The work of

Johnstone and Rivera (1965), Tough (1971), and Coolican (1973) led to the discovery that most adults undertake self-initiated and self-planned learning projects. Articles in journals, magazines, and newspapers featuring older Americans who are active learners in a variety of settings underscore further the reality of learning extending from the "cradle to the grave." Learning is now widely recognized for what it is--a lifelong process unconfined to one's youth or college classrooms which enables people to update their skills, broaden their career possibilities, add intellectual stimulation and cultural enrichment to their lives, and achieve greater happiness.

If learning is a continuous lifelong process and human development proceeds throughout the life span, then only full educational opportunity can guarantee full personal growth. A truly comprehensive system for education must offer many thresholds for entrances and exits to be used according to the needs and interests of all individual participants. As Samuel Gould writes, "No longer can it [education] be the single opportunity _of_ a lifetime; now it must become the total opportunity _for_ a lifetime" (_Diversity by Design_, p. 12). While few people would argue with the above statement, the implementation of educational programs to meet such "lifelong maintenance needs" requires imagination, thought, and serious study.

2. _Education occurs in a variety of locations and within many systems--formal, nonformal, and informal._

In the past, education was considered as appropriate only for the young while its function for adults was considered as one of remediation for something missed or a direct continuation of subjects begun earlier in life. The only programs for adults which received public monies were in the areas of Americanization, basic education (ABE), high school equivalency (GED), and manpower training.

Today, however, the picture has changed. It is not unusual for people to spend a significant amount of time each year in educational activities which are either self-planned or provided by such groups as schools, professional organizations, trade unions, employers, government agencies, and community organizations. In many career areas, professional updating and in-servicing are mandatory for continued certification. In 1972, one in ten adult Americans, or 15.7 million, reported participation in continuing education programs (NACECE). A national survey by the Commission on Non-Traditional Study in 1972 (Carp, Peterson, and Roelfs) indicated that 30% of the population (32 million people) were engaged in structured learning activities and that 75% of those aged 18-60 (80 million people) would like to participate on an organized basis.

A number of different studies exist which are concerned with where those learners 18 years and older receive their education. However, their findings are not consistent. This problem is primarily due to the problems encountered in identifying educational providers (as opposed to providers of schooling), and distinguishing continuing educational functions from others such as therapy, recreation, aesthetic experience, and religious feeling. Nonetheless, the major studies which will be cited show strong similarities, although their actual statistics differ.

Samuel Gould (1973) reports activity levels as follows:

Sponsor	No. of Learners (in millions)	%
*Academic Institutions	7.4	22.9
Industry and Employers	5.9	18.4
Self-Study	5.4	16.9
Community Organizations	2.8	8.7
Religious Institutions	2.0	6.3
Government Agencies	1.8	5.5
Proprietary and Correspondence Schools	1.7	5.3
Private Tutors	1.4	4.4
Museums, Galleries, Performing Arts Studios	.7	2.3
Recreation and Sports Groups	.7	2.3
Other and No Response	2.2	.7
	32	100%

*Includes two-year colleges, four-year colleges and universities, graduate schools, and vocational-technical schools.

It is important to note that 77.1% of all adult learners surveyed received their education outside of formal academic institutions. These organizations form a parallel educational system which in the past has had little contact with traditional educational institutions and has most often been overlooked.

Stanley Moses (1971) analyzes the growth of America's learning force from 1940 to 1976, focusing his attention on what he terms the educational "periphery." The criterion for inclusion in the periphery is that education activities occur outside of traditional schools but involve participation in learning through an organized learning situation. Conversely, Moses terms the educational "core" as those activities which take place within schools and colleges traditionally regarded as educational institutions.

Moses' schema is thus:

THE LEARNING FORCE (1940-1976)
(millions)

						Current Estimates	
	1940	1950	1955	1960	1965	1970	1976
I. The Educational Core							
1. Pre-primary	.7	1.3	2.0	2.7	3.1	4.4	5.5
2. Elementary	20.5	21.0	26.0	29.1	32.0	32.3	30.0
3. Secondary	7.1	6.5	9.3	13.0	16.8	19.8	22.1
4. Undergraduate	1.4	2.4	2.4	3.2	4.9	6.5	8.3
5. Graduate	.1	.2	.2	.4	.6	.8	1.1
Subtotal	29.8	31.4	39.9	48.4	57.4	63.8	67.0
II. The Educational Periphery							
6. Organizational	8.2	10.2	10.9	13.0	14.5	21.7	27.4
7. Proprietary	2.5	3.5	3.5	4.0	7.8	9.6	18.1
8. Antipoverty	--	--	--	--	2.8	5.1	7.0
9. Correspondence	2.7	3.4	3.5	4.5	5.0	5.7	6.7
10. TV	--	--	--	.0	5.0	7.5	10.0
11. Other Adult	3.9	4.8	5.1	6.8	9.1	10.7	13.2
Subtotal	17.3	21.9	23.0	28.3	44.2	60.3	82.4
III. The Learning Force (I + II)	47.1	53.3	62.9	76.7	101.0	124.1	149.4

Source: Moses, 1970

Once again, it is startling to note that extent of activity in the educational periphery; Moses predicts that enrollments in that sector will be greater than those in the core by 1976. Whether this latter assumption is accurate or not, it is clear that the periphery should be included whenever public policy decisions concerning resource allocation are being made.

Numerous other sources cite the current level of educational involvement among what have been traditionally regarded as non-academic organizations. However, perhaps more helpful is Pitchell's classification of adult part-time students into four groups:

1. Those similar to full-time students in motivation and financing patterns.

2. Those who participate in post-secondary education because of salary incentives or licensing and certification requirements.

3. Those who participate in education and training programs sponsored by government agencies, corporations, labor groups, and other organizations. (In 1969, a study by the U. S. Bureau of Labor Statistics reported that 344 of the 1823 major collective bargaining agreements contained training, re-training, and tuition-aid provisions for union members.)

4. Those recruited into federal categorical problem-solving programs. (In 1968, there existed 168 such programs with total funding of $1.02 billion.) p. 41

As concerns the learning interests and involvement levels of adults, two studies contain pertinent information. One, by Okes (1974) for the National Center for Educational Statistics contains a wealth of information concerning actual participants in continuing education. However, because it focuses solely on active participants, it is perhaps not as useful as the other which was conducted by the Educational Testing Service in 1972. This national study by Carp, Peterson, and Roelfs polled 3,910 people aged 16-60 who were not registered full-time in any educational institution. In response to the question: "Is there anything in particular you would like to know more about or would like to learn to do better?", 76.77% of the respondents answered in the affirmative.

Further:

- The study ascertained that 31% of all Americans (or one in three) are engaged in some form of adult learning.
- Of these "actual learners", 40% are under age 30 and most are relatively well-educated.
- Most people polled reflected an orientation toward activities which would improve their adaptability in everyday activities (including personal enjoyment).

- Vocational subjects proved to be of immediate interest, comprising 43% of people's first choices, with general education and hobby-related fields tying for second place with 13% each.
- Interest in hobbies and recreational activities, however, reflected a positive correlation with better education and increased affluence.
- The most popular choice of location for the learning activities of "would-be learners" was reported to be the public high school (16%), followed by the home (10%).
- However, among "active learners", the home was reported to be the most frequent learning site (17%), followed by the place of work (13%), and the public high school (9%). Only 14% of all learners pursued their studies on a college campus.*
- Many people indicated an interest in receiving some sort of formal recognition for their learning, although this included college credits for only 17% of all respondents.
- People's reasons for learning were related to knowledge and personal fulfillment although their interests were generally pragmatic and nonacademic; job-related justifications dominated only among younger age groups. Working toward a college degree was considered an important reason for learning by only one in five respondents.
- Primary barriers to participation in learning were related to factors of time and cost.

* There exists significant variation among the results of studies as concerns actual and preferred learning sites.

The report concludes, "It thus appears that . . . adult education programs . . . may come closer to meeting the desires of the bulk of American adults rather than nontraditional programs that emphasize credit and degrees. While interest in college credits and degrees obviously exists, this interest is most characteristic of individuals who already have some post-secondary education and are relatively high on the economic ladder. Focusing on credit and degrees will continue to exclude from the learning process those who until now have been excluded" (Carp, Peterson, Roelfs, p. 50).

The most important fact which emerges from all studies of where, when, how, and what adults learn is that formal educational institutions comprise only one group of providers, and a secondary one at that. Indeed, the 1966 Coleman Report emphasized that what occurs outside schools is more significant for pupil learning than the quality of inputs into the formal system. The growth of "nontraditional" approaches to education further illustrates the recognition of alternatives to formal campus-based learning.

While it is clear that education is diffused throughout the daily lives of all people, it is important that an attempt be made to somehow classify the different types of educational providers in order to provide a more systematic framework for understanding the scope of their activity. Several different schemata exist, such as those suggested by Moses (1970) and the Handbook of Adult Education (1970). Houle (1974), by focusing on the nature of the learning activities offered (individual, group, institutional, and mass audience) casts a different emphasis on the organizing variables. However, the three categories--formal, nonformal, and informal--suggested by Seay (1974) as discussed previously on pages 5 and 6 seem to offer a straight-forward basis for classifying educational providers. Such a schema is useful in that it becomes evident that the sectors which contain those organized and structured learning activities of interest to planners and policy makers are both the formal and the nonformal.

3. Continuing education encompasses those activities which represent deliberately-planned educational programs and services.

While it is of crucial importance for planners and policy-makers to extend their notion of the contexts for education beyond the framework of formal institutions, the emphasis on systematic, organized learning activities must be retained. An intent to learn and an intent to facilitate learning must be reflected in all aspects of endeavor so as to distinguish what is truly "educational" from that which is not. Learning can occur at any time and in any situation, but it seems wise to distinguish it from education, which involves activity of a more structured and systematic nature. This is a subtle but important distinction but is in no way an attempt to equate schooling with education (although the term "educational attainment" has been erroneously used to connote the number of years of school completed). While planners and policy-makers must consider both formal and nonformal education as important in continuing education, the informal sector is therefore not appropriate to their proper scope of activity.

4. A variety of educational opportunities and services should be made available to all Americans.

In an essay in Planning Nontraditional Programs, Wesley Walton writes, "Adults interested in learning have a hard time of it. Only infrequently do they find what they want, where they can get it, at times they are free to do so. This need not be" (p. 95). The time has come to assess: 1) the extent to which planning has achieved desired results; as well as, 2) the degree to which the processes selected are contributing to the achievement of required outcomes.

Is, in fact, the organized, mostly publicly-subsidized system of education able to meet the requirements of modern society? If the needs of adults--and youths--are changing and require a continuous array of learning opportunities, can educational policy only be concerned with further extending the educational ladder of sequential progression? Are there other alternatives outside the traditional system that might provide a larger framework of choice for all learners? What is the appropriate role of government if changes are to be made? Given the variety of sectors with important ideas and resources to contribute and the gestalt of needs apparent in the population, it is important that learning systems be built into an articulated whole. Samuel Gould, The Expanded Campus, 1972 writes: "To ignore them [systems in other than the formal sector] would be folly; to find ways to cooperate with them and to fit their particular and peculiar strengths into the student's individual need as an adjunct to what colleges and universities offer would be a wiser course of action" (p. 186).

Numerous clientele analysis studies of participants have found that continuing education serves those adults who are already high on scales reflecting social status and serves to increase the already high potential of people in the middle and upper-middle classes. While research efforts by such people as Okes (1974), the National Advisory Council on Extension and Continuing Education (1975), and the Academy for Educational Development (1974) possess limitations, they portray essentially similar characteristics of those likely to be involved in continuing education. Houle (1961) summarizes:

> In general, high income groups are more likely to take part in educational activities than low income groups. Participation is also positively related to the size of the community, the length of residence in it, and the number of different kinds of educational activity available. People with certain nationality or religious backgrounds are more active than those with other backgrounds. Age is important; the very young adult seldom takes part, but there is a sharp upturn in the late twenties, a fairly constant level of activity until the age of fifty, and a decline afterward. Married people participate more than single people, and families with school age children more than families without them. Many more professional, managerial, and technical people take part relative to their number in the population than do people from other occupational groups; next in significance are white collar and clerical workers; then skilled laborers; and lastly unskilled laborers. But the most universally important factor is schooling. The higher the formal education of the adult; the more likely it is that he will take part in continuing education. The amount of schooling is, in fact, so significant that it underlies or reinforces many of the other determinants, such as occupation, size of community, length of stay in it, and nationality and religious background (pp. 6-7).

Wilcox et al (1975) characterize adult interests and partici-tion as follows:

1. Most adults want to continue to learn.

2. Adults in general cite the social sciences, the trades and business as the three top areas of learning interest followed by such topics as home and family living, physical education, fine and applied arts and crafts.

3. The majority of adults expressed preferences for learning in traditional educational settings such as the public school and two or four-year colleges and universities. The choice of the public school as the most preferred location for learning may indicate that adults wish to study in a convenient and/or familiar setting.*

4. The majority of adults prefer to learn through workshop or lecture methods; some expressed interest in learning through independent or home study or nontraditional methods.

5. Most adults are willing to spend two to four hours a week on a learning activity.

6. Adults specified that learning for personal interest or satisfaction was the most frequent reason for pursuing continuing education.

7. Most adults wish to be kept better informed about continuing education opportunities; almost one-third said they do not know what courses or activities are available to their own communities.

8. Previous educational experience of adults is an influential factor related to interest in continuing education. Adults with some post-secondary education are more likely to participate in continuing education than adults with less formal education.

9. The educational background of adults affects their learning interests. The less education adults had the more they clustered their interest in utilitarian or job-related areas.

10. Adults with post-secondary education tend to cite lack of time as a barrier to learning more frequently than other adults. Those with less than a high school education often name cost as a barrier.

11. Differences in the learning interests of adults are associated with their occupations. In general, these learning interests reflect the training and background characteristics of the various occupational groups.

12. Members of different occupational groups differ in the frequency with which they cite barriers to their learning. For example, farmers and farm workers as a group, named lack of time as a barrier more often than adults in other occupations.

13. Adults generally said they are willing to pay something toward the costs of their learning activities. Slightly more than half preferred that the cost be $50 or less.

14. Adults are more willing to pay higher costs for learning activities that are job-related or related to an established certificate or degree program.

15. Adults with higher family incomes are more likely to participate in continuing education activities; those with yearly incomes of $10,000 or more are the most frequent participants.

16. Age and sex are also related to participation in continuing education activities. Persons aged 18 to 25 had the lowest participation rate of adults in any age group. Women were more likely to have been participants than men. (pp. 126-127)

* As regards to learning sites, the findings of most studies reflect contradictions between the stated preferences of potential learners and the behavior of actual learners. While would-be learners express a preference for public school facilities, the home and/or place of employment constitute the most frequent locations for attendance by active learners.

In general, adults in continuing education participate at the next highest level of their educational attainment (measured by years of school completed). Therefore, those who are younger, better-educated, employed at a higher level, and white are most likely to focus their efforts in formal post-secondary institutions, while most non-participants look to community organizations and public secondary schools as potential places for involvement (NACECE). Age bears a negative correlation with educational involvement particularly after the thirty-fifth year. In 1975, the National Advisory Council on Extension and Continuing Education reported that only 1.5% of those persons aged 65 and over were involved in continuing education, while 85% of those persons were physically, emotionally and mentally able to take on major learning activities (only 3% were in long-term care facilities). The Academy for Educational Development (1974) also offers relevant statistics:

1. In 1972, there were 1.7 million participants of ages 55 and older in continuing education activities--comprising less than 10% of the total enrollment.

2. In 1969, of persons aged 55-65:

    - 28% received education from their employer
    - 26% from secondary schools
    - 20% from community organizations
    - 13% from formal post-secondary institutions

3. In 1969, of those persons over age 65 who participated in continuing education, 42% were served by community organizations, and only 5% by formal post-secondary institutions.

Heimstra's work with older adults (1975) affords insight into the reasons for much of this lack of involvement, including program topics, transportation limitations, and dislike for going out at night as the primary reported factors affecting the participation of older Americans in continuing education. Northcutt, in a four-year national project concerning functional competency (defined as the ability to cope with and meet the demands of society in occupational, consumer, government, health care, and community resources areas), estimated that over 50% of the population aged 16 and over are functionally incompetent and demonstrated coping skills only with difficulty. Low socio-economic status proves a consistent barrier to participation, due both to lower education levels and lower income as well as frequently to ethnic background. In general, people who lack middle class advantages, particularly if they are members of ethnic minorities, tend not to participate in middle-class institutions.

Two phenomena seem to emerge as important: participation in all forms of continuing education is related to age, income, schooling, and social status, but is most strongly evident in programs sponsored by formal, post-secondary institutions. Illich (1972) writes, "Forcing all people to climb an open-ended educational ladder favors the individual who starts out earlier, healthier, or better prepared . . ." (p. 263). In brief, access to learning is now effectively denied a great number of Americans.

It would seem that the public deserves a wider and more accessible range of choices than it now receives. All institutions and organizations share responsibility for educating adults and should be offered equal recognition for their efforts. If the facilitation of lifelong learning for all citizens is to be a goal of public policy, then a variety of educational modes for use by people of all ages should be identified or designed.

5. The idea of lifelong education will become increasingly accepted as it is recognized that continuing their education enables people to respond more effectively to the challenges and demands of a changing society.

Clark Kerr predicted in 1972 that an increasing amount of postsecondary education will be conducted outside of the nation's traditional campuses, although such forms are not now regarded as part of the higher education system. The Carnegie Commission (1971) also recognized that formal schooling will represent only one of many sources of knowledge in a rapidly-changing society. As has been discussed earlier, many forces are at work which will encourage a more free-flowing pattern of educational participation than ever before. Economic and social changes mandate the continual updating of skills and knowledge as the time available for continued education is likely to increase steadily.

Further, studies indicate that education seems to be the best predictor and stimulus for more education, as people are increasingly able to make better and more-informed decisions about their lives. Personal growth, regarded as the key to a satisfying life in a world beset with an almost terrifying rate of change, is an essential outcome of education. Learning is inseparable from personal growth; human development is indeed lifelong learning and the basis for the American ideal of an active and informed citizenry.

A statement from the Central Region Continuing Education staff paper serves as an excellent summary of the five major assumptions essential in the concept of continuing education:

> Individual life patterns in the future may well be characterized by the integration of periods of study and learning with periods of alternate activity throughout life. Continuing education is seen, for both consumer and provider, as a series of deliberately planned educational ventures. Such ventures are further seen as not being constrained or limited to traditional concepts of schools or schooling, or by the notion that they should take place during a particular period. Furthermore, the notion is that such ventures should not terminate at or near the point which separates youth from adulthood, as tradition has dictated.
>
> Continuing education is education appropriate to individual needs as well as to societal goals; it must be practicable, accessible and available throughout life. For although the process of learning is continuous, resources must be available to enhance and facilitate that process. Continuing education exists to enable individuals and groups to adjust to and modify man's ever changing environment (p. 15).

Future Options

Emerging from an analysis of the types of educational providers and the need for citizens to have equal access to continuing educational programs is the concept of networking in order to coordinate all the learning resources in a single region. While many terms such as Gould's "communiversity" have been suggested, it seems advisable that some sort of regional consortia representing all educational providers in the formal and nonformal sectors be formed.

The most interesting and comprehensive efforts seem to be provided by a few agencies who call themselves "educational brokers."

While a number of forms of these organizations exist, they are classified by the National Center for Educational Brokering as follows:

1. Free-standing agencies which are not attached to a single institution, but are supported by combinations of client fees, state and federal funds, and business and industry contracts. (Examples: Regional Learning Service in New York and the Regional Educational Opportunity Center in Massachusetts.)
2. New institutions in existing systems supported by state funding. (Examples include those within larger state college systems.)
3. A consortium of institutions. (Example: HECB Regional Consortia.)
4. New units within established institutions. (Examples are in the Armed Forces and the Civil Service Commission.)

A frequently emerging theme both in the literature consulted for this project as well as in conversations with community persons is the need for information as to learning opportunities available. Too many people appear to be stranded outside the educational system and unable to find someone trained to answer such questions as "Where am I going?" and "How do I get there?" Both informational and guidance services are needed to help resolve these questions which may touch all forms of educational opportunities and community services. Current information should be made available in convenient locations with trained individuals present to help people use it. Augmented counseling services should also exist in order to help individuals who need additional guidance in making decisions about their own career and educational plans.

The National Center for Educational Brokering defines the objectives of educational brokering as follows:

1. To help people define the goals for their personal and working lives. (Entails counseling and aid in evaluating career alternatives.)

2. To help people set objectives for further education. (Involves assessment techniques and information on additional skills and/or credentials needed. Includes formal as well as other kinds of learning opportunities.)

3. To help people select learning experiences to achieve their desired competencies and certification. (Involves information on all programs.)

4. To help people gain access to appropriate learning opportunities. (Entails knowledge of institutional procedures, key personnel, and an advocacy role.)

Brokering agencies are distinctive in the ways in which clients are reached and served in their own communities, the array of information and services offered, their role as client advocates, and their presumed flexibility and freedom to meet learning needs. In addition, their activities are likely to stimulate new types of educational offerings for clients, as their needs are made known. With careful structuring, economies of scale may be realized due to the lack of duplication of services, the single administrative framework, and the use of existing resources. The likelihood of seeking out, attracting, and serving new types of adult learners is high. Cross and Jones (1972) believe that "equality of access will become a reality only when people have equal opportunity to know about educational offerings and to influence the nature of those offerings" (p. 61).

In addition to providing direct service to learners, a second function of a brokering framework should be to facilitate linkages among all educational providers. Networks of unlike providers with complementary needs (such as law firms and law schools, or all health care educators and providers) can be created and are, according to Morris Keeton (1974), the most economical and effective. The pool of regional educational resources is not only expanded, but also brought to the service of prospective learners. Practical steps in creating such a broadly-based network might include:

1. Identifying all educational providers (formal and nonformal) in a region.
2. Determining the nature and extent of their educational activities.
3. Forming a task force of practitioners and the identified educational providers.
4. Designing a mechanism for assessing the educational needs within that region and translating them into specific types of programming.
5. Designing a coordinated delivery system with feedback loops for continuous updating and change.

Williams suggests the following goals for the state of New York:

1. The development of a comprehensive, coordinated, regionally-based statewide system of post-secondary continuing education, in which:
    a. Equal educational opportunities exist for all adults--regardless of ability to pay, previous levels of education, or reason(s) for pursuing such education.
    b. There is quality in the delivery of information and therefore relevant knowledge exchanged.
    c. The educational needs of the socio-economic system are met.
    d. Community needs and demands are responded to appropriately and continuously. (p. 4)
2. Articulation of the above system among all providers.

In order to help achieve these goals, the five-county Regional Learning Service of New York was established.

A third set of functions which seems to be appropriate for an educational brokering service involves the awarding of competency-based credentials. Hodgkinson (1974) proposes the formation of regional examining institutes to perform such functions as determining what people know and what they can do. While it is the role of formal educational institutions to award degrees as statements of intellectual experience and interest, other agencies may be more appropriate for awarding validation credentials based on proficiency. (Although the New York Regents External Degree Program also awards degrees, these are based on a variety of educational experiences, many outside of formal institutions.) In addition, a regional brokering service might assist in translating life experiences into college credit for interested students. It should be mentioned in this context also that numerous libraries already offer CLEP (College Level Equivalency Program) and G.E.D. (high school equivalency) testing services. The Educational Testing Service is developing an "educational passport" which, on a 4 x 6 microcard, will contain a record of a person's educational progress as s/he moves from high school to college, college to job, job to further schooling, and the like. Once again, a regional agency might aid in those transitions from sector to sector and help clients plan their next steps.

The use to be made of technology is an important consideration in establishing a brokering service. A truly comprehensive and current information storage and retrieval system could be achieved by the use of software. A central storage facility could house all program data and descriptions and individual terminals (many with scanners) could greatly facilitate appropriate and complete information. Imaginative use of video tapes, and audio cassettes could further aid clients involved in counseling and information-seeking activities.

Peterson and Hefferlin propose a brokering model for California which offers interesting possibilities for consideration in that it encompasses a range of functions and services:

1. Direct contact with clients is to occur at the community level.
2. Planning, coordination, and information processing are to occur at the regional level.
3. Policy-formation, fiscal planning, and system accountability are to occur at the state level.
4. Close working relationships are to be maintained at all levels with other educational, cultural, human services, and industrial organizations (pp. 111-113).

Minnesota is fortunate in that some regional networks do exist, including Regional Development Commissions, Higher Education Coordinating Board (HECB) Consortia, Comprehensive Health Planning units, the HECB health linkage project, separate state-level boards for community colleges, state universities, private colleges, the University of Minnesota, and vocational-technical schools, chapters and branches of large organizations, and the federally-funded Occupational Information Service (OIS). What is needed, however, is some sort of overall linking agent with specific responsibilities to consumers and their needs and interests. If educational brokering services are to be established in Minnesota, their functions could include:

1. Identifying educational providers.
2. Facilitating the formation of educational networks.
3. Linking educational networks.

4. Assuring delivery of needed educational programs.
5. Serving heretofore neglected learners.
6. Offering counseling, testing, and validation services.
7. Helping people use extensive job and career information.
8. Making available information concerning a broad range of educational opportunities.
9. Assuring client success through advocacy, tutoring, and follow-up activities.
10. Cooperating with educational providers in planning and in-service training.
11. Participating in and encouraging ongoing research relative to community needs, resources, and adult learning styles.
12. Providing information and help concerning financial aid for needy adult students.
13. Training and using both volunteer and paid community personnel to aid in attracting and helping clients.

However, while such services could be beneficial, issues concerning the appropriate role of government in such an undertaking must be addressed. If public policy is to be concerned with equity of access to educational opportunities, then the facilitation of networking and brokering services is a proper function. However, control of the nonformal education sector and domination over educational networks by public agencies is clearly undesirable. In that the offerings of a variety of educational providers must be linked in order to provide a range of alternatives to learners, the networking agent must be one which represents the public, rather than a particular vested interest. In addition, the networking agent must possess the necessary resources to be effective in promoting cooperation among all educational providers and must be able to move freely among all sectors. Currently, most new comprehensive brokering systems are being established in the public sector as an integral part of a statewide education system. However, an exploration of available models and a determination of local, regional, and state needs must be undertaken before specific recommendations may be made for Minnesota.

The need for brokering services in Minnesota becomes more apparent when one considers the wealth of regional educational resources available but most often unused both in rural communities as well as in larger metropolitan areas. The educational needs of all Minnesotans are diverse, but so also is the range of learning opportunities which can be made available. To ignore consumer needs and waste educational resources would constitute a grave error as well as a disservice to all involved both in the facilitation and process of human growth and development.

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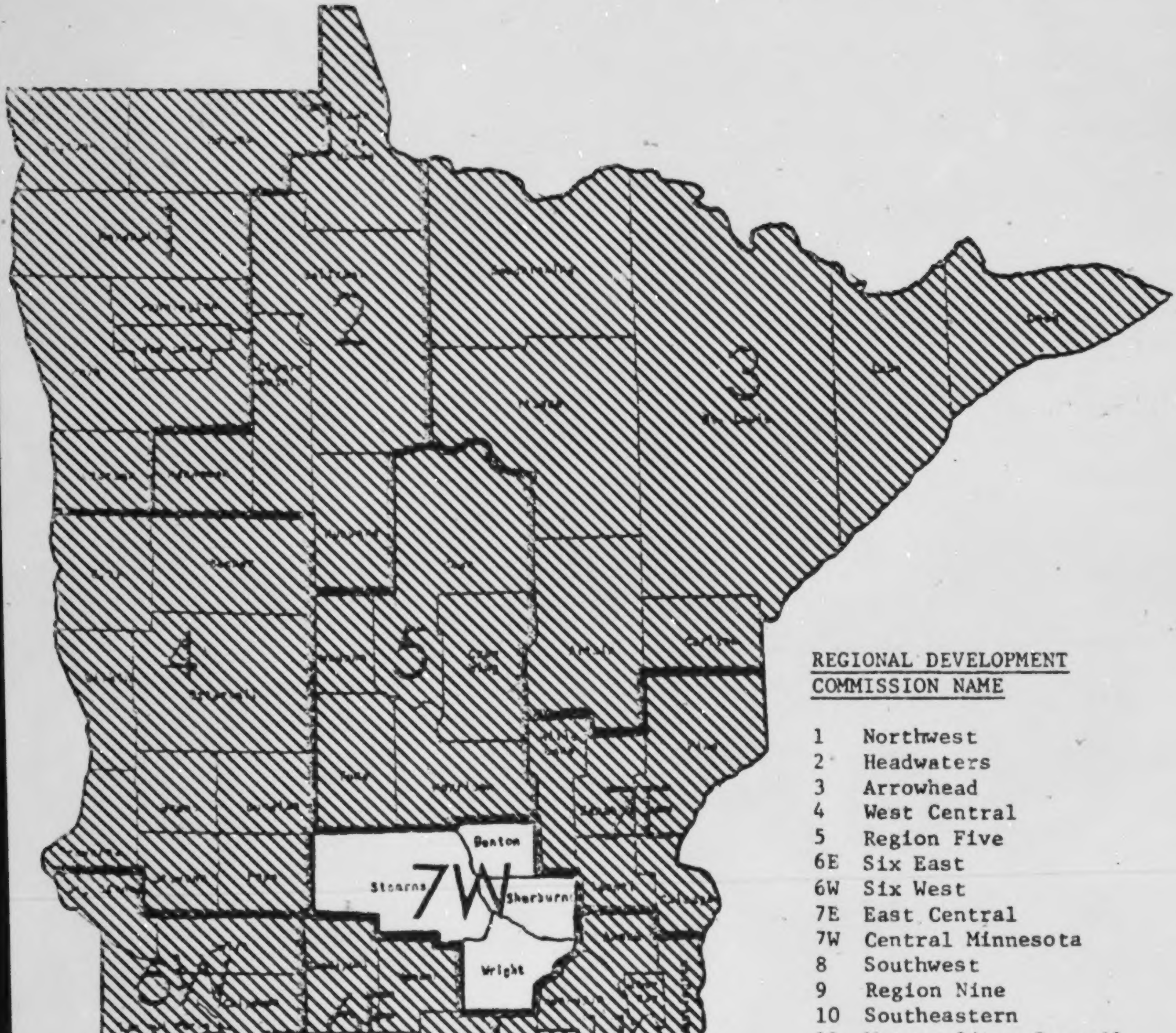
V. REGIONAL PROFILE: REGION 7W

Minnesota Development Regions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Benton
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Wright

REGIONAL DEVELOPMENT COMMISSION NAME	
1	Northwest
2	Headwaters
3	Arrowhead
4	West Central
5	Region Five
6E	Six East
6W	Six West
7E	East Central
7W	Central Minnesota
8	Southwest
9	Region Nine
10	Southeastern
11	Metropolitan Çouncil

State Planning Agency
Office of Local & Urban Affairs
FEBRUARY 1976

V. REGIONAL PROFILE: REGION 7W

Region 7W of the State of Minnesota is also known by its Regional Development Commission name, Central Minnesota. The region consists of four counties: Stearns, Sherburne, Benton and Wright.

The information contained in this report is taken from Preliminary Staff Report #1 Overall Economic Development Plan Inventory and Analysis (Region 7W), Minnesota Population Projections 1970-2000, Office of the State Demographer, State of Minnesota, The Impact of Fluctuating School Enrollments on Minnesota's Educational System submitted by the Advisory Council on Fluctuating School Enrollments, and Stearns County, Minnesota Overall Economic Development Program from Planning Department, Stearns County, Minnesota.

Geography and Climate

Located in the middle of Minnesota, the region experiences a variety of climatic conditions. The region has short warm summers and very cold winters. The average summer temperature is 70° F and the average winter temperature is 9.4° F. The mean annual temperature is 41.9° F. Average precipitation is 26.84 inches per year. Most of the yearly precipitation (60%) falls in the growing season which lasts approximately 120 days starting in mid-May. Average annual snowfall is approximately 42 inches.

The variety of soil types and soil fertility is due to the fact that of the five general soil fertility classifications found in the state, four classifications are found in Region 7W. This variety of soil type and soil fertility is importantly related to the variety of agriculture products and production techniques of the region.

Forestry is not a major economic activity of the region. However there is a significant forest product processing plant at the St. Regis Paper Company located in Sartell.

Water resources are important to the region's economic activity. Both ground water sources are adequate as well as the many lakes and streams having water of good quality. The lakes play an important role in the development of the region's residential and recreational uses. This has particularly been evident in the great numbers of "second-home" constructions on the lake shores, especially in Wright County. Such constructions mean an increase in demand for urban services. The Mississippi River serves both recreational and industrial activities. At Sartell, private electric power is generated for the St. Regis Paper Company.

The region has two major forest and wildlife areas, the Sherburne National Wildlife Area and the Sandunes State Forest. Both are located in Sherburne County. There are also 18 wetland management areas and 25 wildlife management areas in the region.

The predominant pattern of landownership is private land holdings of 1000 acre tracts and smaller.

Transportation, Sewage Treatment, Communication, and Power Production

The region has a variety of transportation services which includes main truck line railroads, interstate highway network and airports.

The highway road network includes three all weather four-lane express ways, Interstate 94, State Highway 10, and State Highway 169. Other all weather two-lane highways are State Highways 23, 152, 12, and 55.

The region has seven airports. St. Cloud has an all weather airport. Within the region, a railroad network includes service from Burlington Northern and Soo Line. Amtrack serves the St. Cloud area in conjunction with the Twin Cities schedule. Bus service in the region is both by Greyhound and Bus Liner.

There are 33 municipalities with sewage treatment facilities and 32 of the 33 provide secondary treatment.

There are a variety of communication systems in Region 7W. While no commercial television broadcasts originate from the region, five transmitted television stations from the Twin Cities and one transmitted television station from Alexandria serve the region. In addition, Stearns and Benton counties have access to a cable television system with a total of eight channels. There are 10 radio stations (see Table 1, in Appendix). Six are AM stations and 4 are FM stations. The region has one daily newspaper, "The St. Cloud Daily Times" with a daily circulation of 29,473 (1975). In addition the region has access to daily and Sunday newspapers from the Twin Cities, "The Minneapolis Star," "The Minneapolis Triburne" and "The St. Paul Pioneer Press." There are eighteen weekly newspapers in the region with a combined circulation of 40,471 (see Table 2 in Appendix). Northwestern Bell Telephone and six independent telephone companies serve the region.

Power sources in the region are electricity from coal and nuclear fission and the natural gas systems.

Natural gas is available in the St. Cloud Metropolitan area, and Benton and Sherburne Counties.

Educational Facilities - Library Facilities

There are twenty-four elementary and secondary school districts in the region (see Table 3 in Appendix). In addition, school facilities for ten of the districts are located outside of the region boundaries (see Figure 25 in Appendix).

Higher educational opportunities are offered in this region through seven institutions: College of St. Benedict, St. John's University, St. Cloud State University, St. Cloud Area Vocational Technical Institute, St. Cloud Business College, St. Cloud School of Nursing and the St. Cloud Beauty College.

St. Cloud State University (the largest educational institution in the region) was founded in 1869 and currently has an enrollment of about eleven thousand (11,000) students. This university employs about 522 full time faculty and about 300 support personnel.

The Vocational Technical School located in St. Cloud is actively involved in coordinated programs to serve local industries.

The region is served by the Great River Regional Library System which has headquarters in St. Cloud (see Table 4 in Appendix). In addition are the libraries of St. Cloud State University, St. John's University and the College of St. Benedict.

Health Care Facilities and Services

The region has seven general hospitals, one Veterans Administration Hospital, twenty-four nursing homes, and six Board and Care Centers, one Mental Health Center and eighteen private clinics (see Table 5 in Appendix).

The St. Cloud Hospital located centrally within the region, is one of the region's significant health care facilities with 360 beds, and a staff of 85 physicians. The hospital is equipped to provide medical service in most specialties such as coronary care, intensive care, emergency, alcohol and chemical dependency, extended care, rehabilitation, orthopedic, surgery, radiology, and psychological care.

Population Characteristics and Projections

Estimated Population Changes by County
1975-1990

County	1975	1990	# Change	% Change
Benton	22,000	27,000	+ 5,000	+ 22.7
Sherburne	22,700	34,000	+ 11,300	+ 49.8
Stearns	100,200	117,800	+ 17,600	+ 17.6
Wright	44,400	69,500	+ 25,100	+ 56.5

Source: Minnesota State Demographer

By 1990, the total projected population of Region 7W is 248,400. A closer look at population projected figures for Region 7W shows that the percent of the population under 20 years of age in 1970 shown as 44.9% decreases to 32.9% by 1990. Similarly, the percent of the population over age 65 in 1970 shown as 9.8% decreases to 9.4% by 1990.

Projected median age for the region is consistent from county to county within the region: Benton County 30.5 years in 1975 to 32.5 years in 1990; Sherburne County 31.6 years in 1975 to 31.4 years in 1990; Stearns County 29.6 years in 1975 to 31.0 years in 1990; and Wright County 31.7 years in 1975 to 32.2 years in 1990.

In Region 7W, the projected number of households and persons per household are as follows: 1975 total households 51,537 with 3.46 persons per household. 1990 total households 78,899 with 2.97 persons per household.

The general population trends in Region 7W may be summarized as follows:

1. Total population is projected to increase by 98,700 persons or 66.0% from 1970 to 2000--from 189,300 to 288,000.
2. Region 7W which was 4.56% of Minnesota's population in 1970, will be 6.19% in 2000.
3. Pre-schoolers (0-4 years of age) will peak in 1990 at 21,300 (1970=17,100) and then decline to 19,900 in 2000.
4. School age population (5-17 years of age) will decline from 57,000 in 1970 to 52,000 in 1985 and then rise to 65,900 in 2000. The 1985 school age population is 91% of 1970 while the 2000 school age population is 116% of 1970.
5. College age and new worker population (20-24 years of age) will increase from 15,000 in 1970 to 24,400 in 1985, decline to 18,100 in 1995 and then rise to 22,100 in 2000.
6. Younger worker population (25-34 years of age) will increase from 18,700 in 1970 to 45,500 in 1990 then decline to 37,600 in 2000.
7. Experienced worker population (35-64 years of age) will increase from 25.8% to 39.4% of the total population--a gain of 68,600--rising from 44,900 to 113,500.
8. Retired population (65 years of age and over) will increase from 17,100 in 1970 to 24,000 in 2000. The proportion of persons 65 years and over will increase from 9.8% in 1970 to 10.2% in 1980 and then decline to 8.3% in 2000.
9. Wright County will increase its share of the Region's population (from 22.4 to 30.2%) as will Sherburne (from 10.5 to 15.7%). Stearns County's share will shrink (from 55.0 to 43.7%) as will Benton's (from 12.0 to 10.3%).
10. The number of households is projected to increase from 44,700 in 1970 to 96,500 in 2000. Persons per household will decline steadily from 3.65 in 1970 to 2.83 in 2000.

(For more detailed information, the reader is referred to Tables 7 through 9 and Figures 26 and 27 in the Appendix.)

Economic Development

The region has an economic base that depends on agriculture and on manufacturing. While the manufacturing sector is increasing, agriculture is experiencing a decline in terms of agricultural employment. Agriculture remains an important source of income and in turn creates demand for retail and services sectors. The national trend toward fewer numbers of larger farms is found throughout the region. The agricultural emphasis of the region, specifically Stearns County, relies on one market--dairy products. The manufacturing emphasis of the region includes meat products, dairy products, printing and publishing, stone, clay and glass products, fabricated metals, electrical machinery, and opthalmic goods. Special mention should be given to the stone, clay and glass products sector which is dominated by the production of granite. The granite industry has historically been the major economic activity in manufacturing. However, granite production no longer plays the major role it once did.

Wholesale and retail trade is centered in St. Cloud which serves the tri-county area of the region (Stearns, Sherburne, and Wright Counties).

Regional financial resources consist of the banking systems and the bonding and taxing power of the governmental units within each of the counties.

As the population statistics in the previous section indicate, the economy should expect expansion. In agriculture, there is potential for increasing production of cash crops on potentially irrigable land. Such diversification might achieve a degree of balance and less extreme fluctuation caused by prices of any one commodity.

In wholesale and retail sectors, the potential seems to point to the development of regional shopping centers which would decrease dependence on the large metropolitan areas. In manufacturing, the potential appears to be with the development of industrial parks. Such development would particularly benefit the employment levels by reducing both unemployment and underemployment. Industrial parks could stem the out-migration of employable youth as well as the commuting of residents to other areas for such jobs. In addition, employer preference for the kind and length of vocational training should not be overlooked in future planning efforts.

Tables 7 and 8 in the Appendix summarize occupational trends and employment projections for the region.

Communities

In order to study the communities of Region 7W, it is necessary to separate St. Cloud from the other communities. St. Cloud is unlike any of the other communities in several ways. It is located in three counties (Stearns, Sherburne and Benton), it has a population of 39,691 according to the U. S. Census, 1970 which compares with the population of the next largest community in the region, Sauk Rapids, with its 5,051, and St. Cloud has a pivotal role in the economies of the entire region. The three counties which include St. Cloud form the St. Cloud Standard Metropolitan Statistical Area (SMSA); therefore, it is easy to see why most of the retail trade in the SMSA occurs in the Stearns County portion of St. Cloud since the majority of St. Cloud is located in Stearns.

An important resource for the study of St. Cloud is St. Cloud State Professor Claire J. Wesley's work, Characteristics of a Small

City Labor Market: A Case Study of St. Cloud, Minnesota. This study was completed in 1971 and concerns the period 1962-1970. The trends of that period have been reported as continuing in as recent a confirmation as that made by Mr. Dale L. Heimermann, Managers of the Minnesota Department of Employment Services, in St. Cloud in May, 1975 and reported in Stearns County Minnesota Overall Economic Development Program, October 3, 1975. Those trends include:

1. No significant number of those who are unemployed for more than one year seems to occur.
2. The unemployment rate is lower than the national average.
3. The greatest number of unemployed is in the "semi-skilled" classification.
4. No significant change in the composition of unemployed between white collar and blue collar workers has occurred.
5. The categories of occupations expected to grow fastest are professional and clerical.
6. The total employment index indicates stability with only mild seasonal variations.

The region receives its electrical supply from two large sources: Northern States Power Company and Minnesota Power and Light Company. Northern States Power Company furnishes power to all of the electrical cooperatives within the region and also all of the individuals users. Minnesota Power and Light supplies power to individual users in northeastern Stearns County and northwestern Benton County.

There are four electric cooperatives serving this region: Stearns Electric Association in Melrose; East Central Cooperative in Braham (which is in Isanti County--Region 7E); Wright-Hennepin Cooperative Electric Association in Maple Lake, and Hamel and Anoka Electric Cooperative in Anoka.

In Region 7W there is one nuclear fission plant located in Monticello (Wright County) which is owned and operated by Northern States Power Company. Construction was begun in 1966 and on June 30, 1971, it became operational. At full capacity this plant can produce 545 megawatts (545,000 kilowatts) and likewise can service 545,000 people.

Northern States Power Company is completing units 1 and 2 at the Sherco Plant in Becker (Sherburne County). Each unit will produce 680 megawatts of power. In addition, units 3 and 4 of the Sherco Plant have now been approved and each will have a generating capacity of 800 megawatts of power. Units 1 and 2 will be completed in 1976 and 1977, and units 3 and 4 have a completion date set for 1982 and 1984, respectively. All four of the Sherco Units will be coal-fired generating plants. Coal for the Sherco Plant as well as private companies is supplied from North Dakota and Montana which is abundant in quantity and low sulfur content.

The following indicates 1970 average weekly earnings in various sectors. The low figures in this comparison (considering 1976 price levels) still indicates relative differences that have not changed since 1970:

Sector	Stearns	Benton	Sherburne	Wright
Total Covered Employment	$118.00	$105.00	$123.00	$120.00
Agriculture, Forestry, Fishing	*	*	---	*
Mining	*	---	*	*
Construction	179.00	149.00	124.00	247.00
Manufacturing	130.00	133.00	151.00	111.00
Transportation, Commerce, Utilities	144.00	107.00	*	114.00
Trade	86.00	81.00	74.00	84.00
Finance, Insurance, Real Estate	128.00	131.00	140.00	118.00
Services	80.00	63.00	133.00	64.00
Government	163.00	152.00	171.00	129.00

* Included in Services

Source: Minnesota Department of Manpower Services, 1970 Supplement the Minnesota County Work Force and Wage Data, August, 1971.

Earnings in Stearns County are relatively higher in Transportation/Commerce/Utilities, Finance/Insurance/Real Estate and Government reflecting the concentration of these activities for all the counties considered in the St. Cloud area. Educational opportunities are among the factors contributing to the dynamics of the St. Cloud area.

The following post-secondary schools are located in the St. Cloud area:

- St. Cloud Area Vocational Technical Institute
- St. Cloud State University
- St. Cloud Hospital
  - School of Nursing
  - School of Anesthesiology

Opportunity Training Center
St. Cloud Beauty School
St. Cloud Business College
St. John's University (Collegeville)
College of St. Benedict (St. Joseph)

In addition, most commercial, recreational, cultural and health activity centers around St. Cloud. Complete inventories of individual activity for St. Cloud are available through the Regional Development Commission in Sauk Rapids. For Region 7W, St. Cloud is the primary wholesale-retail center. Most of the other community descriptions reveal a definite contrast. The other communities in the region offer agricultural and retail service and much more limited public services.

The other communities of the region vary in form and function. Looking at all of the communities of the region without St. Cloud shows:

52 communities in the 4 counties

Wright County: 15 communities
- 1 of the 15 with a population of over 3,000
- 7 of the 15 with a population of over 1,000
- 2 of the 15 with a population of over 500
- 5 of the 15 with a population of over 200

Stearns County: 29 communities
- 1 of the 29 with a population of over 3,000
- 7 of the 29 with a population of over 1,000
- 8 of the 29 with a population of over 500
- 4 of the 29 with a population of over 200
- 5 of the 29 with a population of over 100

Sherburne County: 3 communities
- 1 of the 3 with a population of over 2,000
- 2 of the 3 with a population of over 300

Benton County: 5 communities
- 1 of the 5 with a population of over 5,000
- 1 of the 5 with a population of over 1,000
- 1 of the 5 with a population of over 300
- 1 of the 5 with a population of over 100
- 1 of the 5 with a population of under 100

An examination of two communities from each of the four counties shows the nature of the small town character of the Central Minnesota region.

A brief description of two communities for each of the region's four counties follows, although a detailed inventory for each of the communities is provided by profiles available through the Minnesota Department of Economic Development.

Wright County

Buffalo has a population (1970 Census) of 3,275. There are six major employers in the area whose products include clothing, hardwood/ Plywood, Asphalt, Feed Mill, Cement Blocks, and Redi-Mix Concrete. Buffalo has a mayor council form of government. It has an annual budget of $200,000.00 and primary sources of revenue are taxes, utilities and liquor. Buffalo has 1,260 acres within city limits and 692 undeveloped acres with 18 acres of park. Buffalo has a police force of 6 part-time and 4 regular staff. It has an all volunteer fire department, one hotel, one motel, one hospital, eight doctors, and six dentists. There are six Protestant churches, one Catholic church and and none of other denominations. There is one elementary, one junior high and one high school under the public school system and one parochial school.

Annandale has a population (1970 Census) of 1,234. There are ten major employers in the area whose products include autos, concrete, lumber, grain, ice cream, and tools. Annandale has a mayor council form of government. It has an annual budget of $75,000.00 and primary sources of revenue are taxes, water and sewer. Annandale has 425 acres within city limits and 50 undeveloped acres with 4 acres of park. Annandale has a police force of 2 part-time and 1 regular staff. It has an all volunteer fire department, one hotel, one motel, one doctor and one dentist. There are four Protestant churches and one Catholic church. There is one elementary and one high school in the public school system.

Stearns County

Brooten has a population (1970 Census) of 615. There are two major employers in the area which handle irrigation equipment and potato processing. Brooten has a mayor council form of government. It has an annual budget of $946,007.00 and primary sources of revenue are taxation and municipal liquor. Brooten has 640 acres within the city limits and 257 undeveloped acres with 32 acres of park. Brooten has a police force of 1 part-time and 1 regular staff. It has an all volunteer fire department, one hotel and one doctor. There are four Protestant churches and one Catholic church. There is one public elementary school and one public high school.

Paynesville has a population (1970 Census) of 1,920. There are five major employers in the area whose products include milk drying and cheese, egg exports, turkeys, clothing and hospital services. Paynesville has a mayor council form of government. It has an annual budget of $190,000.00 and primary sources of revenue are taxes, liquor and municipal water. Paynesville has 3,100 acres within the city limits and 500 undeveloped acres with 43 acres of park. Paynesville has a police force of 3 part-time and 3 regular staff. It has an all volunteer fire department, two motels, one hospital, five doctors and two dentists. There are eight Protestant churches and one Catholic church. Paynesville's public school system has one elementary, one junior high, and one high school.

Sherburne County

Big Lake has a population (1970 Census) of 1,015. There are four major employers in the area which handle textiles, tackle, gravel, tool and die work, and electrical manufacturing. Big Lake has a mayor council form of government. It has an annual budget of $120,000.00 and primary sources of revenue are property taxes, state aid, liquor store. Big Lake has 1,725 acres within city limits and 675 acres undeveloped with 14 acres of park. Big Lake has a police force of 3 regular staff and an all volunteer fire department. It has three motels, shares a hospital facility with Monticello (the Monticello-Big Lake Community Hospital at Monticello), three Protestant churches, one Catholic church. Big Lake has one public elementary school and one public high school.

Elk River has a population (1970 Census) of 2,252. There are six major employers whose products include electric generation service, concrete products, extended nursing care service, machine rebuilding and hardfacing, steel fabricating, DC Motors/Drive Systems and electric kits. Elk River has a mayor council form of government. It has an annual budget of $227,000.00 and primary sources of revenue are taxes and liquor store. Elk River has 1,500 acres within city limits and 500 undeveloped acres with 35 acres of park. Elk River has a police force of one part-time and six regular staff and an all volunteer fire department. It has three motels, one nursing home, three doctors, six Protestant churches and one Catholic church. There are four public elementary schools, two public junior high schools, one public high school and three parochial schools.

Benton County

Foley has a population (1970 Census) of 1,271. There are three major employers including the public school system, the nursing home and a wood products firm. It has a mayor council form of government with an annual budget of $96,631.00 whose primary sources of revenue are taxes, municipal liquor, sewer and water. Foley has 320 acres within city limits and 120 undeveloped acres with 3 acres of park. It has a police force of two regular and two part-time staff. Foley has an all volunteer fire department. It has one nursing home, two doctors, three Protestant churches and one Catholic church, two public elementary schools, one public high school and one parochial school.

Sauk Rapids has a population (1970 Census) of 5,051. There are five major employers whose products include industrial valves, paper and pulp products, sporting goods, life preservers, optical goods. Sauk Rapids has a mayor council form of government with an annual budget of $650,000.00 and whose main sources of revenue are taxes and liquor store. Sauk Rapids has 3,000 acres within its city limits and 300 of undeveloped acres with 100 acres of park. It has a police force of 7 regular and 10 part-time staff. It has an all volunteer fire department. Sauk Rapids has one hotel, eight motels, uses St. Cloud hospital and nursing home facilities as well as access to doctors and dentists, statistics for Sauk Rapids are difficult to separate from St. Cloud since they are adjacent communities. There are three elementary schools, one junior high school and one high school in the public school system (separate from St. Cloud) and two parochial schools.

Educational Implications of Resource Patterns in Region 7W

The present and projected patterns of natural and human resources in Region 7W have numerous implications for education. However, it is important that they be viewed in the proper frame of reference, be it county, region, or state. What may be suggested for a single county may or may not be suitable for the entire region. The region is difficult because as its name, "Central Minnesota" suggests, it is located in the middle of the state--this means for many residents that goods and services are best obtained in nearby metropolitan areas (i.e., Minneapolis and St. Paul). Yet, the region has a growing metropolitan area of its own, St. Cloud, which has a fairly wide service area.

Geographic and climatic factors indicate that the area has expansion potential. In fact, each county shows a population increase by 1990. In Wright County the percent of increase is 56.5%, the largest in the region. This is due in large part to the development of lakeside "second home" construction and will mean an increase in the demand for goods and services. Nonetheless, for many the Twin Cities will continue to satisfy most of these demands. However, the fulfillment of basic service needs such as water, sewer, elementary, secondary and community education will be required within each county.

Services such as water and sewage treatment, transportation, power production, and communication have significant stability effects on communities within the region. Communities which make substantial investments in these areas are not likely to fade. The availability of transportation services for post-secondary students who choose vocational training or state university schooling seems adequate throughout the region and from the region to the rest of the state. This is not the case for the small cities and villages where transportation is the primary factor which inhibits the growth of continuing education programs whether under the auspices of a school district or of another community organization. This is even more true for rural areas. One possible solution may be the use of available school buses and vans running during the school day to take senior citizens and others to educational events, particularly in areas where no city buses are available. Another option is bringing the teacher to the class, following the philosophy that the "community is the classroom." Businesses, for example, have expressed a sincere interest in sharing their facilities. The use of audio-visual materials and methods means possible programs through the use of closed circuit and cable television, films, slide-tapes and the like. Currently, many health education programs make successful use of such presentations.

Communication networks do suggest the need for advanced planning. The region has only one daily newspaper but has eighteen weekly papers. This means that events for newspaper coverage must be posted ahead of time. With no commercial television originating within the region, radio plays a major role in giving immediate publicity. Most radio stations have a community calendar feature and welcome in-studio interviews concerning upcoming events. Some stations regularly feature school district personnel. These services could be expanded to include business and civic leaders whose groups sponsor educational programs. Some communities have distributed resource guides which list social services, civic groups, educational facilities and programs, and health services. This could be done as a joint effort among groups, through the Chamber of Commerce, the Church of the Holy Spirit Women's Group, and most recently through a coalition of women's groups.

As the regional profile indicates, there are many churches serving the area. The influence of religion throughout the region is such that church bulletins serve as community newsletters. Experience in St. Cloud with a health education program showed that publicity through church bulletins was highly effective.

The flavor of community is strong throughout the region. The population here tends to stay. Recent long-term care facility studies show that most elderly reside in a nursing home within a short distance of their community. Projected median age is consistent from county to county within the region and shows minimal change. School age population projections 1975-1990 show increases in kindergarten age population in all four counties. There are increases in three of the counties for the elementary age population and decreases in three of the counties for the secondary age population. This is reflected in the overall increase in number of total households increasing within the region from 51,537 households in 1975 to 78,899 households in 1990 but decreases in the number of persons per household from 3.46 persons per household in 1975 to 2.97 persons per household in 1990.

The impact of these statistics on economic development and education are evident. It would appear that the decrease in secondary and later in post-secondary resident students is due to migration or placement in the work force. Indeed, statistics reveal that the number of workers will continue to increase in Region 7W. This trend, combined with the changing patterns in business and manufacturing areas will necessitate increased efforts in preservice, in-service, and consumer education. In addition, the growing number of retired persons in the four counties reveals a potential need for special programming and delivery systems to meet their needs.

A study of Region 7W indicates a growing population in a predominantly rural four county area. While St. Cloud serves as a resource repository for the region, it clearly cannot be expected to shoulder the load of education for the entire area. Numerous educational resources exist in each of the four counties, and could be both more potent and efficient if networked. Learning opportunities should be made available to all residents of the region, regardless of their age, socio-economic status, or place of residence. While the potential for serving the present and future educational needs in Region 7W exists, mechanisms for the accomplishment of that goal must be designed.

VI. SECTORING ACCORDING TO CONTENT OF EDUCATIONAL OFFERINGS

VI. SECTORING ACCORDING TO CONTENT OF EDUCATIONAL OFFERINGS

A. Introduction

Division of learning opportunities in a geographical area according to the nature and content of the educational offerings affords planners with a framework for integrating the activities of all types of educational providers--informal, nonformal, and formal. While this report focuses only on nonformal education, sectoring by topical content areas allows a comprehensive view of an entire range of activity by numerous agencies.

This report identifies the following ten major content areas which represent the range of learning opportunities encountered:

1. Health

   Includes physical health, nutrition, patient education.

2. Personal Growth

   Includes those phenomena which help one develop a more positive self-image, improve relationships with others, and enhance the quality of one's life within the family and community (e.g., effective parenting, communications skills training).

3. Recreation

   Includes hobbies and leisure time activities.

4. Public Safety

   Includes fire prevention, civil defense, police, criminal justice, driving and bicycle safety.

5. Public Affairs, Citizenship, Consumer Education

   Includes experiences in political action and consumer topics for the general public as well as for certain occupations in the public domain (i.e., teachers and school boards).

6. Culture and the Arts

   Includes historical, literary, and artistic activities.

7. Basic Education

   Includes only Adult Basic Education (ABE) and high school equivalency (GED) efforts.

8. Business and Industry

   Includes in-service and career education within business and industry as well as public education which directly relates to these providers (e.g., tours and films).

9. Religion, Morals, Ethics

   Includes structured study groups, topical sessions and seminars which are of an organized nature. Excludes sectarian doctrinal teaching.

10. Agriculture

    Includes workshops and in-service training to those persons involved in agricultural careers, but excludes Extension and Vo-Ag programs. Also includes agricultural and horticultural topics of interest to the general public.

Each sector includes pre-service and in-service education for those working within that field as well as the learning services provided to the general public. It is important to retain the intended emphasis on the nature of course content rather than on the nature of the provider. This will be, for example, an important distinction when discussing business and industry in that any public education dealing with consumer topics will be classified as "Public Affairs, Citizenship, and Consumer Education", while in-service education for employees will be considered as "Business and Industry."

In the following pages, each sector and the educational providers contributing to it will be discussed. In addition, the Appendix contains: 1) a listing of potential and actual providers for each sector (excluding those for "Recreation" which was not in the scope of this study); and, 2) charts summarizing data relative to the total number of courses, registrants, and instructors offered by all groups of educational providers for each content sector.

B. Health

1. Overview

The Health sector constitutes a complex system for educating both the consumer and the individual staff member. In no other sector studied are the efforts at in-service education so integrated into the daily on-the-job situation. In most hospitals and long-term care facilities visited, monthly training calendars and in-service meetings are a routine matter and determined by a special in-service education; often staff treatment teams or departments plan and organize their own ongoing education as suits their unique needs.

What education health care facilities are unable to provide for themselves is delivered by a variety of agencies and institutions, including vocational schools, colleges, universities, trade associations, private social welfare agencies, other health care providers, and health-related businesses such as pharmaceutical companies. Often, these services are delivered on-site for health care staff. Workshops and classes outside the immediate area of the respective facilities are also attended by professional health care staff.

A meaningful communications network seems to exist between health care providers and educational institutions, networking being greatly facilitated by the Area Health Education Consortium (AHEC) in St. Cloud. In addition, the attitudes and actions of both the St. Cloud Hospital and the Veterans Administration Hospital in St. Cloud reflect a commitment toward sharing their resources with smaller hospitals and other agencies in the health field.

The emphasis on continuing education in the Health sector has undoubtedly been increased both by consumer scrutiny and by the new federal law mandating, among other things, the development of a peer review system (PSRO) by each facility. Most facilities studied mandate attendance at a specified number of educational experiences for all staff, with requirements for professionals being more stringent than the rest. It is interesting to note the growth of consumer-related activities for both patients and the community as a whole, as facilities begin to view their roles on a somewhat broader scale. If current trends continue, such outreach programs will continue to increase and inpatient teaching will become increasingly structured and comprehensive.

It is also important that anyone interested in the Health sector remain aware of the many activities which were not in the scope of this report. In general, preparation for occupational entry into the health field is the responsibility of formal institutions, including, most recently, that for geriatric nursing assistants now to be accomplished by vocational schools. Ongoing training, as has been mentioned, is undertaken by a variety of agencies and institutions characterized by instructors with professional status. Consumer and public education is the arena for another group of organizations, most of them not in the scope of this report. Such education is often on an informal one-to-one basis, such as that undertaken by pharmacists, health interest groups such as United Cerebral Palsy, and doctors and clinics.

Many other educational activities, such as single topic presentations, may last less than the three-hour guideline used in this report. The efforts of individuals and organizations in consumer education, then, are extensive and influential, and must not be overlooked.

Of the organizations queried, six major types provide educational activities which relate to the Health sector: government agencies, labor unions, trade and professional associations, nonprofit business organizations, private social welfare organizations, and regional associations. Figures 1 and 2 summarize the extent of their total offerings relative to each other and their respective share of the total participants.

FIGURE 1

HEALTH:

TOTAL OFFERINGS
BY ALL EDUCATIONAL PROVIDERS

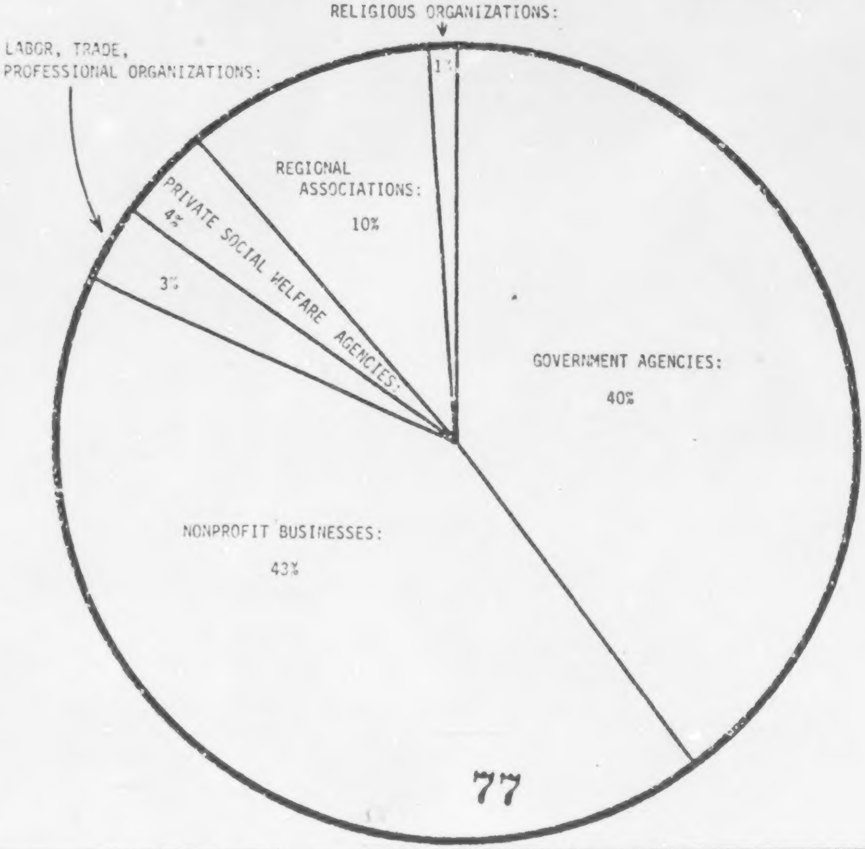
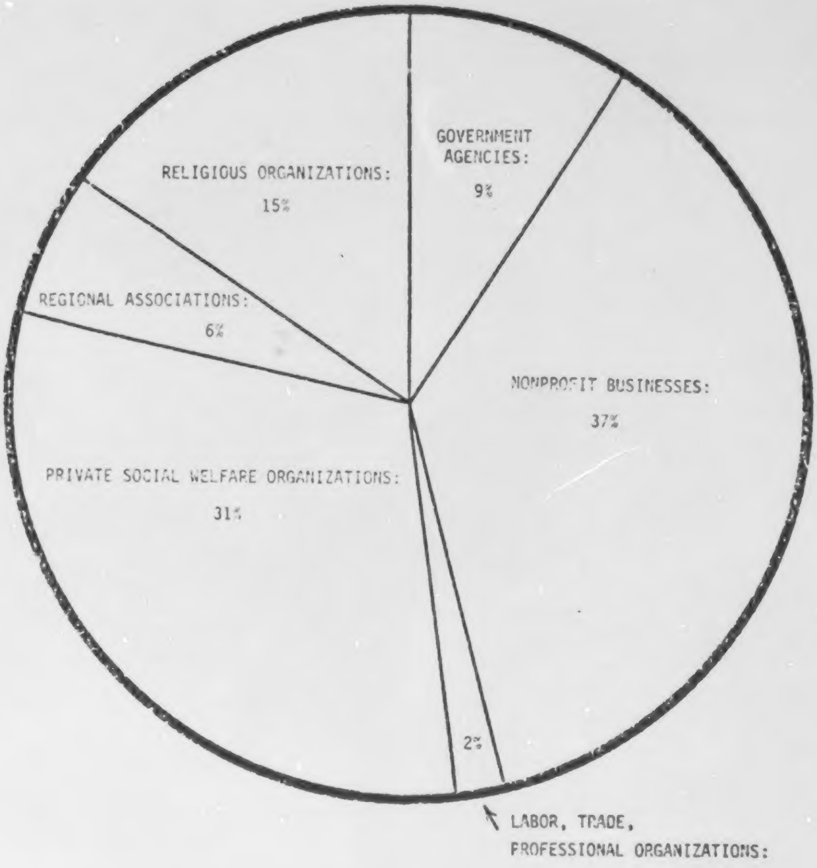


FIGURE 2

HEALTH:

TOTAL PARTICIPANTS IN ALL OFFERINGS



Government agencies, of which four fit the scope of this report, offered 40% of the occupational training activities in the Health sector in 1974-75, enrolling more than 1,111 people accounting for 12% of the total (Figure 3). The V.A. Hospital and the Minnesota Health Department in St. Cloud were the most frequent providers, although the two public health nursing agencies were able to meet unique needs within their respective communities. Courses offered were either free or involved nominal fees as they were financed through regular agency monies. Outreach to outlying rural areas was not common; communities served included Buffalo, St. Cloud, Elk River and Foley. The 66 classes offered took place at public buildings, hospitals, or hotels and most often took the form of workshops or presentations, although the V.A. Hospital used media extensively. Clients range in age from 16 to 65, although most (at least 60%) were between 23 and 55 years of age; males and females were equally represented. It is interesting to note that government agencies were the only providers which used no unpaid instructors in teaching their courses, but employed 26% (55) of all paid instructors.

The two trade associations studied offered workshops for hospital administrators and trustees and directors of long-term care facilities. As Figure 3 shows, their classes comprised 4% (5) of the total occupationally oriented offerings, enrolling 230 people (2% of the total). Workshops sponsored by the Minnesota Hospital Association were underwritten by grants to about the 75% level, and the remaining costs reimbursed by tuition. Offerings by the Minnesota Association of Health Care Facilities were financed primarily by course fees (75%) and to a lesser extent by membership dues. Hotels in St. Cloud and Sauk Centre were the sites in Region 7W which were used for classes and participants were primarily males ranging in age from 23-55.

Nonprofit business organizations provided 43% of the total offerings in Occupational Training, and involved 36% of the total participants (Figure 3). In terms of education to promote personal development, courses numbered 12 (41% of the total), enrolling more than 1,955 people some 40% of the total (Figure 4). Education was provided in the respective facilities themselves and took the form of group discussions, workshops, or demonstrations. Participants in experiences aimed at occupational training were primarily females aged 23-55, although a larger percentage were younger than in the other sectors (this is due to the preponderance of females on nursing staffs). Those involved in Personal Development offerings (primarily patient education) were more nearly evenly split between male and female and had a wider range of ages. All course costs were financed by patient fees.

Private social welfare and religious organizations served approximately 46% (6,556) of the people enrolled in all educational activities in the Health sector, although they jointly offered only 8 different courses (5% of the total). As might be expected, they were the only providers to use volunteer instructors extensively, which kept course fees low. Many communities were served by these agencies, particularly by the American Red Cross. Students enrolled in course offerings tended to be younger than in the other areas, probably due to the nature of the classes themselves (e.g., water safety, prenatal).

One regional association, the Area Health Education Consortium (AHEC) in St. Cloud, offered 10% of the total in-scope education in the Health sector in 1974-75. AHEC continues to be an important health education networker in Region 7W, and designs and brokers courses provided through a variety of agencies. Special funding allowed AHEC to sponsor four consumer-related courses in 1974-75; unfortunately, the funding has expired and only occupationally-oriented experiences are currently offered. Courses in occupational development through AHEC are financially supported at the 60% level by AHEC funds and at the 40% level by funds through the Northland Regional Medical Program and the University of Minnesota AHEC.

Figures 3 and 4 summarize the relative involvement of the above providers in Occupational Training and Personal Development respectively.

FIGURE 3

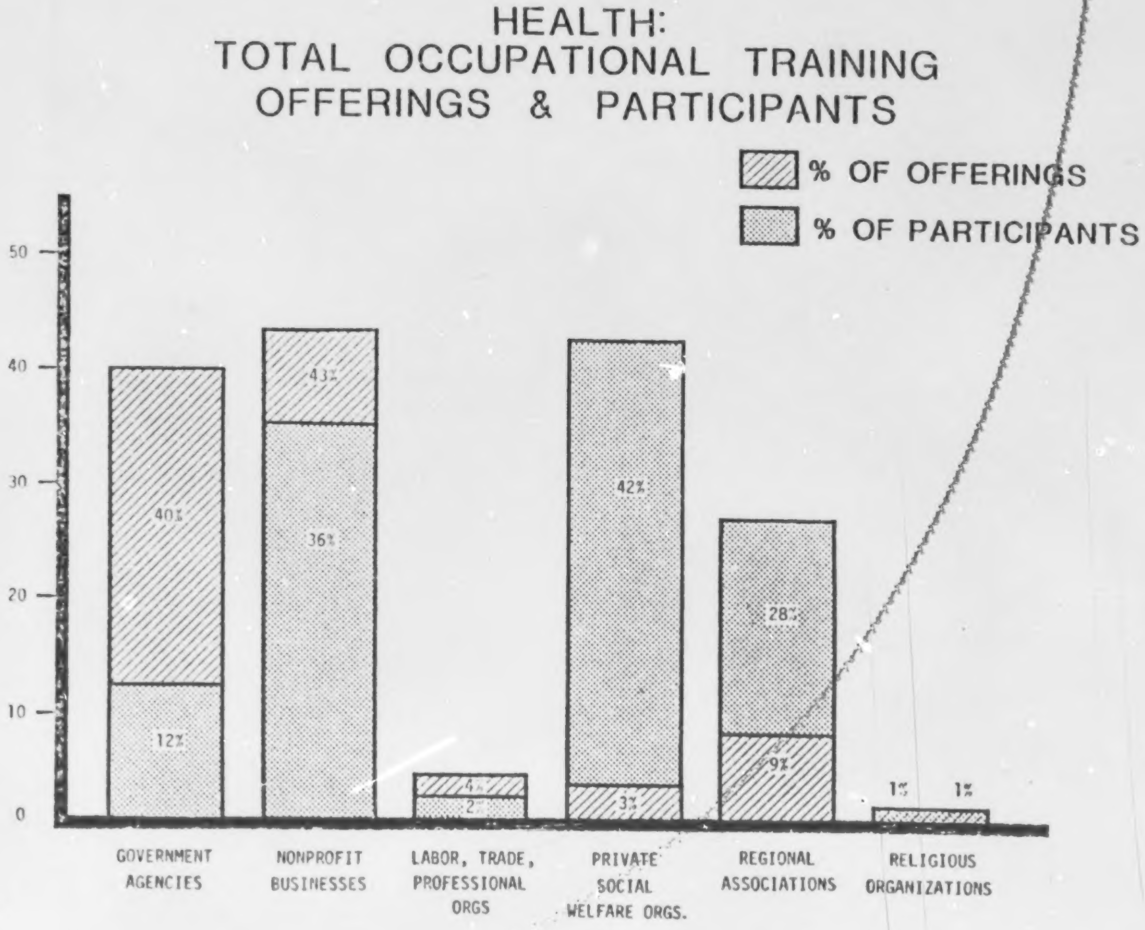
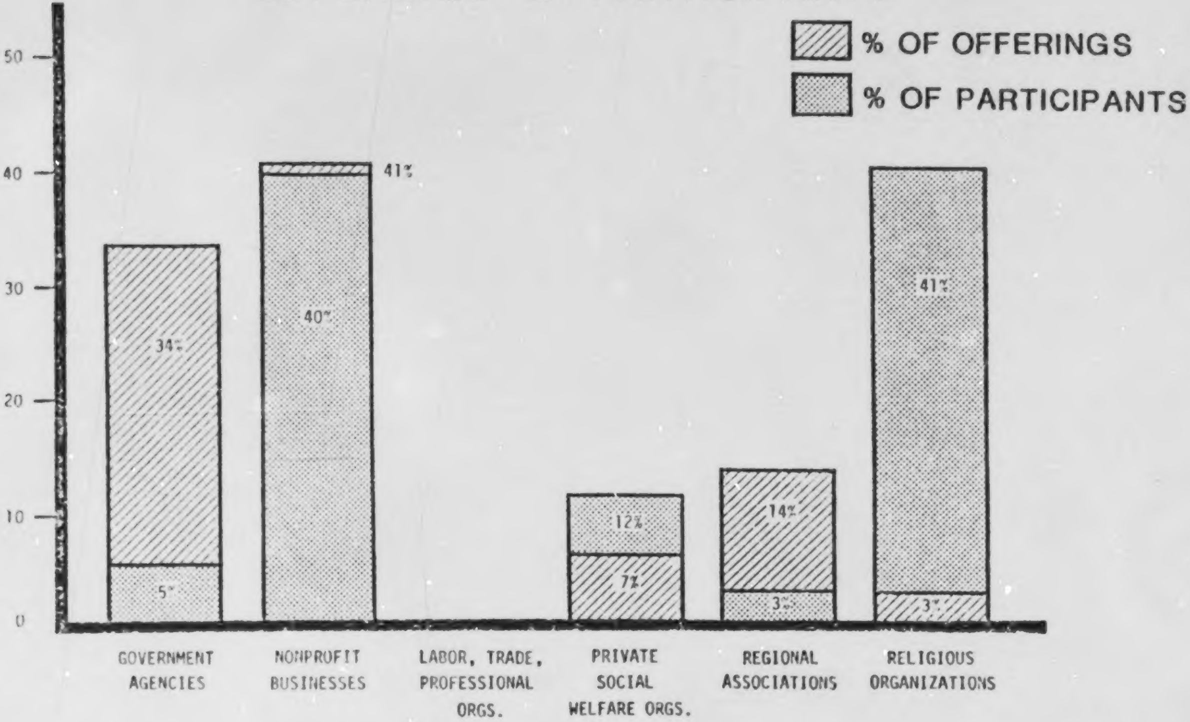


FIGURE 4

HEALTH:
TOTAL PERSONAL DEVELOPMENT
OFFERINGS & PARTICIPANTS



Although the Health sector may be cited as an example of a group of health care providers who have made ongoing education a priority, some weaknesses do exist. Small hospitals and long-term care facilities are not as able to provide on-site training for employees as are large hospitals and it is not uncommon for professional staff to commute distances of 30 miles or more to receive necessary education. Many smaller facilities rely on films, filmstrips, and audio cassettes for content; some of these may be less than the high quality needed. Further, many in-service educators are concomitantly designated as directors of nursing - two very difficult and complex tasks. Although the Kenny Institute has designed a course to teach in-service educators at long-term care facilities about the basic processes of learning, most are ill-equipped to design educational packages for in-house staff. The frustrations of hard-working in-service educators abound and their problems are very real. It seems imperative that additional help be made available to these people. Research for this study leads to the conclusion that more educational opportunities are available to professional staff than to skilled and service staff, and that very little is offered to patients and the community as a whole. Patient education is enlarging through hospital programs, but little is apparent at long-term care facilities. With the growth of knowledge concerning aging and the aged, it seems inexcusable to neglect the most needy recipients - the institutionalized aged.

Finally, the isolation of rural Minnesotans from continuing education continues to present vexing questions concerning access and equality of opportunity. If residents in rural areas do not become ill enough to be confined in a hospital, where will they receive needed health care information and education? If preventative medicine is to become a reality, all segments of the population must be included in education, rather than those young enough, educated enough, and urban enough to be easily reached.

2. Nonprofit Business Organizations

In the Health sector, hospitals and long-term care facilities were classified as nonprofit business organizations; due to time restrictions, pharmaceutical, medical supply firms, and other profit-making businesses were not studied although many are active in in-service education. A 30% sample of the 36 nonprofit business organizations in the study region proved representative of the larger sector and revealed a fairly high positive correlation between size of facility and range of educational opportunities for staff and patients. Further, as regards long-term care facilities, the "skilled" and "mixed" bed homes provide on-site in-service education, while the board and care homes queried do not; again, this may be partially a function of size, the latter type of facility usually being quite small. In each of the 11 facilities studied, educational offerings are financed by patient fees and occur primarily at the facility itself.

a) Long-term Care Facilities

As has been stated, the six homes studied yielded data only for those with "skilled" beds. All homes provide orientation for nonprofessional staff ranging from 8 to 12 hours in length, including information and experiences relative to administration policies, nature and content of duties, and patient psychology. Most of these courses require a demonstration of proficiency for successful completion.

In addition to this basic course, most homes reflect the recognition of the increasing need for ongoing in-service education. Unfortunately, a number of the in-service activities are less than the minimum three-hour duration used as a guideline for this study. Most of the current in-service experiences last one to two hours and occur once each month on a variety of topics relevant for all staff, particularly nurses. Generally, employees must attend a certain number of these in-service meetings each year; pay incentives often encourage regular participation. These in-service meetings are planned and implemented by an in-service educator (usually the Director of Nursing) in each facility who maintains a monthly training calendar. The in-service meetings most often involve the use of media such as films, audio cassettes, and filmstrips. Many homes also make use of telelectures from the University of Minnesota, if a monitor is available.

When a special topic is to be covered, it is usual for all homes in one town to cooperate; in St. Cloud, the head nurses of each home meet monthly to plan such activities. In addition, attendance at workshops sponsored by other agencies provide further opportunities for professional development.

New areas for in-service education include aging and the emotional problems of patients. Two of the facilities studied have planned and implemented their own programs treating these issues. The Retirement Center of Wright County in Buffalo offers sensitivity training for new employees in which the physical and resulting emotional problems of aged patients are simulated. In addition, the Center is beginning a strategy to educate the families of patients and involve them in the individual health care plan. The Ebenezer Home has undertaken a program aimed at increasing the physical independence of patients by individualized instruction for each staff member and patient for whom they are responsible, under the guidance of the consulting physical therapist.

Each long-term care facility, then, has its own staff development program under the direction of an in-service educator. However, a number of problems are apparent. Many in-service educators are also the directors of nursing for the home, and are burdened by a staggering work load. In addition, many of the in-service educators are not trained in how one "educates." The Kenny Institute in Minneapolis has proved to be of some assistance in this area, as it sponsors a workshop designed to help in-service educators plan, implement and evaluate training programs. It seems appropriate that more courses of this type be designed. The Kenny Institute, which is one of six agencies in the country designated by H.E.W. as a Rehabilitation Nursing Center, is also active in delivering other needed workshops. AHEC, Kenny Institute, and St. Cloud Hospital are currently the most common sources of help for smaller homes, although for many their services are still too distant and infrequent. The new regulations for ongoing training for long-term care facility staff will apply increased pressure for in-service education; it seems crucial that delivery mechanisms for necessary workshops be built into program planning in order that smaller homes in rural communities do not become targets for discrimination due to geographical location.

Patient education in the facilities studied does not seem to play a significant role. While the field of aging is playing an increasingly important role in in-service education, it seems somewhat contradictory that the actual aging persons and their own development in a very real sense are overlooked.

b) Hospitals

The four hospitals studied (of a total of eight in Region 7W) afford a fairly good understanding of some of the differences between large and small facilities. For the most part, however, the differences seem to be in scale, rather than in quality. The education functions of hospitals may be divided into the following areas: (1) hospital-wide employee education; (2) patient education; (3) community education; (4) health topics for community organizations; and, (5) resource activities for other health agencies.

In terms of employee education, the phenomenon of nonspecialization of nursing support staff in small hopsitals (where staff must be able to work with all the equipment in every department) necessitates special problems for those organizations. As a result, the in-servicing of staff in all areas must occur; the use of each new piece of equipment must be mastered by everyone rather than by a few.

Generally, each hospital, regardless of size, has monthly in-service meetings which are often combined with general staff meetings. The educational portion of such meetings lasts from one to two hours. Other in-service opportunities consist of media presentations such as films, which may be viewed at an individual's convenience. Some hospitals, such as that in Monticello, have staff teams (such as in coronary care) responsible for their own in-service planning. Often, however, professional staff must go elsewhere for training in certain required areas, particularly at small hospitals. Workshops and courses through AHEC were cited as the most frequent help in this regard.

It should be noted here that St. Cloud Hospital is very active in involving all of its employees in ongoing education (accounting for 90% of all occupational training among nonprofit business organizations), including telephone skills training for receptionists and staff-wide sensitivity training.

The area of patient education is increasing in importance, both as it relates to inpatient teaching and patient follow-up groups. The hospitals at Monticello-Big Lake and St. Cloud are involved in such classes as those for diabetics and their families, pregnant women and their "significant others", and stroke victims. While teaching has occurred on a one-to-one basis in the past, the new efforts involve discharge teaching followed by ongoing support groups which undertake their own continuing education. In 1974-75, St. Cloud Hospital involved 1,720 participants in patient education.

Activities in the community education area are aimed at preventing hospitalization or ensuring a better experience after becoming hospitalized. The new thrust in consumer education has been influential in initiating efforts relating to childbirth, child development, preparation of children for surgery, death, and nutrition. Monticello-Big Lake Hospital offered a course entitled "Death and Dying" through the community education program in the local school district, and enrolled over 70 participants. The hospitals interviewed regard this area as one which will grow rapidly.

Two hospitals were involved with educating other organizations in the community on certain health topics. Melrose Hospital sponsored a Drug Crisis Intervention Workshop with the aid of the Tri-County Mental Health Center in St. Cloud in order to train the personnel in local organizations on treatment in drug-related cases. St. Cloud Hospital is training community groups and businesses serving food in Cardial-Pulmonary Resuscitation, Heimlec, and body mechanics. Because all of these activities lasted less than three hours, they are not represented in the data display.

Finally, the largest private hopsital studied, St. Cloud Hospital, works to act as a resource to other health agencies. Particularly helpful to small hospitals and long-term care facilities is the commitment at St. Cloud Hospital to help with in-service education. St. Cloud Hospital deserves special mention because of the range of its educational activities. A Continuing Education Department plans, implements, and coordinates all activities, expanding services into new sectors as appropriate. The hospital also houses a professional library and a studio for making video and audio cassette tapes as well as visuals needed for presentations. Each table in the dining room of St. Cloud Hospital contains a list of all educational activities available to both staff and the public for that week. Within the scope of its philosophy, St. Cloud Hospital provides a variety of educational services to a representative cross-section of people.

In terms of networking for education, 35 local in-service educators in the health field meet once every month at St. Cloud Hospital to jointly plan and share problems. Programs through AHEC and workshops offered by colleges, the University of Minnesota, and vocational schools meet needs more general in nature.

3. Government Agencies

Of the 167 different educational experiences tallied, government agencies sponsored approximately 40% (some 66 courses), enrolling over 1,343 people (Figure 1). Providers of the in-scope activities studied include the City of St. Cloud Public Health Nursing Service, Wright County Public Health Nursing Service in Buffalo, the State Health

Department for Planning Regions 7E, 7W, and 5 (located in St. Cloud), and the Veteran's Administration Hospital in St. Cloud. Funding for the educational programs offered by each agency is provided through the regular organizational budget, client fees covering only food served, if appropriate. Sites of educational activities vary from public buildings to hotel facilities.

Although a number of government agencies were contacted concerning their educational activities, most either provide direct services to clients or are responsible for coordination and planning. In-service education for staff is arranged through colleges and vocational-technical schools, and often occurs in the Twin Cities or in another state. A few in-service training activities arranged through the St. Cloud AHEC are attended by state agency staff. Very little, then, in terms of ongoing training for employees is conducted directly by the government agencies themselves.

A notable exception is the Veteran's Administration Hospital in St. Cloud in which staff development plays such an integral role that representative data was impossible to collect. However, in-service experiences for Allied Health Services alone constituted 75% of all occupationally-oriented offerings for professional staff by government agencies and over one-half of the total educational offerings by government agencies. (Allied Health represents a multi-disciplinary approach to patient problems and has sponsored workshops in sexual awareness, family counseling, care of the aging, and body dynamics.) In addition, data relative to number and type of courses was collected for the Veteran's Administration patient education program although accurate head-count figures were not available.

The Veteran's Administration Hospital is designated as a psychiatric hospital for veterans residing in a five-state area. Veteran's Administration (V.A.) regional education centers provide valuable resources, including a medical media office. A district-wide network of V.A. hospitals share educational resources and participate in joint planning, thus facilitating a system-wide exchange of knowledge. In addition, area training centers, one of which is in Minneapolis, offer specialized continuing education for employees.

Within this national framework, the St. Cloud V.A. Hospital provides education in three general areas: (1) staff in-service; (2) patient education; and (3) consumer and community service.

Staff in-servicing activities are extensive and employees are actively involved in planning and implementing their own ongoing development. Treatment teams and committees conduct and publish research relevant to their needs, set training priorities, and arrange for training experiences. The activities of these teams and committees are so continuous and intensive that no records are generally available as to the nature and extent of these highly individualized experiences. In addition, the V.A. Hospital maintains its own closed-circuit dial-access television system, with monitors throughout the hospital as well as its own production studio. A weekly printed schedule of tapes is distributed and a morning show previews offerings for that day, in addition to making general announcements. Finally, one paid speaker presents specialized information every Thursday morning for staff benefit.

In terms of patient education, the four formalized programs available to V.A. patients and their families are Dental Maintenance, Independent

Living Skills, Nutrition, and Job-Seeking Skills. Patient education represents a new emphasis at the V.A. Hospital in that most patients have not been successful in using their "life skills," and are unemployed or living on pensions. An inpatient teaching program in alcoholism is being developed which will utilize independent learning packets complete with objectives, activities, audio-visual supplements, and self-tests.

Consumer and community service is the third area of educational emphasis for the V.A. Hospital. Although some restrictions exist due to the special nature and role of any V.A. Hospital, the St. Cloud V.A. staff is committed to involving itself with other local providers of health care. The Allied Health Services Coordinator, although paid by the V.A., is assigned on a half-time basis to work with AHEC. Formal agreements exist with AHEC, as well as with the St. Cloud Hospital, Family Counseling Associates, Tri-County Mental Health Center, the St. Cloud Area Vocational School, and neighboring colleges. V.A. video tapes are shared with St. Cloud agencies and extra positions in in-service programs are open to community professionals. Some workshops have been sponsored jointly by the V.A. and other agencies, such as one entitled "Coping With Conflict" with the Adlerian Society. A number of community workshops for health providers describing the V.A. Hospital and its services have also been undertaken.

The V.A. Hospital in St. Cloud is a representative of an agency aware of its expertise, willing to share its knowledge, and working within its unique role to enhance the community in which it is based.

The State Health Department is represented in St. Cloud by a division responsible for service in Planning Regions 7E, 7W, and 5.

The Health Department office houses individual program staff in Environmental Field Service (responsibilities include inspection of food facilities, monitoring of municipal water supplies, and consultation to builders), Crippled Children, Home Health, and Public Health Nursing. The program staff provide ongoing consultation for local government and health providers. In 1974-75, 42% of all occupational training by government agencies was sponsored by the State Health Department; in addition, it was the only public agency to offer training at a skilled and semi-skilled level (14 courses, including well-drilling, swimming pool operation, and food service). In terms of in-service for its own staff, AHEC and workshops outside the study region constitute the most usual vehicles.

Although most of the public health nursing agencies contacted provide direct service only, two proved to be exceptions.

Wright County Public Health Nursing Service in Buffalo planned and sponsored prenatal classes at the hospital in 1974-75 for approximately 170 people, or 73% of all registrants in personal development courses sponsored by government agencies. The public health nurses involved recognized the area need for such a course and undertook the activity, with the hospital's support. Although an unusual activity for a public health nursing service, the uniqueness of Wright County, where residents tend to look either to St. Cloud or the Twin Cities for routine health care and do not rely on the county agency, led to a new focus.

The other public health nursing service involved in educational activities fitting the scope of this report is part of St. Cloud city government. Again, the unique situation of the St. Cloud Public Health Nursing Service led to their teaching First Aid to city employees and

and nutrition to senior citizens. The county public health nursing services around St. Cloud provide direct care to families in homes; therefore the City of St. Cloud public health nurses provide limited service such as immunization clinics, blood pressure screening, and nursing help for parochial schools. The educational activities of this small agency involved 108 city employees in First Aid training (on a release time basis), and 62 senior citizens in high rise dwellings in a series of nutrition and health programs.

The level of educational activity by government agencies which is in-scope for this report is somewhat less than might be expected, and it is distorted by the high level of participation by the V.A. Hospital in St. Cloud. Aside from the remarkable exceptions of the two public health nursing services, little direct community involvement is reflected. Despite the seeming myriad of public agencies, their role currently seems to be restricted to consultation and direct service, with few in-service opportunities for their own employees, or public education efforts.

4. Labor, Trade, Professional Organizations

The major role of the professional and trade associations in the Health sector currently revolves around working with the Professional Service Review Organizations (PSRO) established by federal law (PL 92-603) to help health care professionals look at the quality of their work through peer review. Although not in the scope of this report (in that Area 1 which includes St. Cloud is only newly amalgamated with Area 2, the metropolitan area), it should be noted that the Minnesota Foundation for Health Care Evaluation is working with physician committees and consultants in hospitals to develop and implement ongoing workshops and training. The professional associations contacted, while involved in additional types of educational activities for their members, did not offer any which were in the scope of this report.

The two trade organizations which represent nonprofit hospitals and long-term care facilities in the state are generally involved educationally with helping their members understand and interpret new regulations.

The Minnesota Association of Health Care Facilities represents approximately one-half of Minnesota's 375 nonprofit long-term care facilities. Its services are directed by task force committees and include education, legislation, peer review (PSRO), public relations, and legal counsel in areas of statewide concern. Courses conducted by the Association, two of which were held in St. Cloud and St. Joseph in 1974-75, are designed to explain new regulations to hospital administrators and home directors. These courses are primarily financed by course fees (75%) and to a lesser extent by membership dues (25%).

The Minnesota Hospital Association counts all hospitals and roughly half of all nonprofit nursing homes in the state as members. Although its main thrusts are legislation and other indirect services, enrollment in its educational offerings resulted in a total of 39,000 student credit hours being generated in 1974-75. The Hospital Association concerns itself with education in four areas: (1) the Board of Governors Program; (2) management programs sponsored through AHEC; (3) regulations workshops; and (4) input into the Higher Education Coordinating Board concerning health personnel. Educational services of the Hospital Association are self-supporting; 75% of the funding in 1974-75 was provided by grants from H.E.W., the Bush and Kellogg Foundations, and Northland Regional Medical monies. Grant monies are important to the Hospital Association in order to develop new curricula and train instructors. It should be noted that the Hospital Association maintains strict control over the development, implementation, and evaluation of new courses rather than assigning the responsibility to a college or vocational school. Such courses as Management of Conflict, Human Resource Management, Trustee Rights and Responsibilities, and Management Techniques have been developed by the Association. In 1974-75, three of these courses were offered in St. Cloud and Sauk Centre for administrators and trustees, 140 of whom enrolled.

Although the offerings by trade associations account for only 5% of the total Occupational Training offerings at the professional level, and enroll but 10% of the total participants, they are aimed toward a specific type of health professional - the administrator and trustee - whose educational needs are not currently being met by other providers.

5. Private Social Welfare Agencies

Although a large number of private social welfare agencies offer educational programs and direct service, most of them are not in the scope of this report. For the most part, their educational activities consist of presentations and lectures lasting approximately one hour, the printing and distribution of pamphlets and other educational material advocacy for clients, and counseling services and support groups for clients and their families. Such organizations include United Cerebral

Palsy, Birthright, the National Foundation, the Tri-County Heart Association, and the Cancer Society. Other groups do offer educational opportunities which are more comprehensive, but do not extend their scope into the study area for this report. For example, Courage Center in Golden Valley offers extensive services, but only in its own facility and the immediate vicinity. A new area of interest for organizations of this type is community education and many are moving toward a statewide organization.

The Kenny Institute in Minneapolis is important in terms of its services both directly for handicapped clients referred to its facility and the in-service opportunities provided in rehabilitative nursing. The agency has been designated by H.E.W. as a Center for Long-Term Care Facility Training and is forming an in-service educators group. A field service unit coordinates educational activities for agencies outside the Twin Cities; Kenny Institute also serves as a resource center to AHEC in St. Cloud. A new one-week course for in-service educators in the basic processes of learning is providing needed help for those newly responsible for professional development offerings. Unfortunately, data which would be meaningful for this report was unavailable from Kenny Institute.

Of the organizations offering educational programs which fit the scope of this report, those of the American Red Cross are the most extensive, enrolling 3,856 participants (87% of the total number of participants in Occupational Training offered by these providers). The Red Cross in Minnesota is organized into chapters, three of which are located in the study area of this report. Although the Red Cross offers six programs - Blood, Disaster Relief, Service to the Military, Nursing, Supporting Volunteer Operations, and Safety - only those in Safety are in are in the scope of this report. Specifically, data for First Aid, Senior Lifesaving, and Water Safety Instructor courses was collected and classified as "Other Occupational Training." The administrative structure of the Red Cross facilitates the wide geographical scope of courses offered, in that after being trained by the Red Cross, instructors are responsible for organizing, teaching, and reporting successful completion for their own classes. Results are then reported to the Chapter through which completion materials are ordered and completion certified. In the study area alone, 65 certified First Aid instructors and 366 certified Water Safety Instructors were actively teaching, constituting 99.7% of all volunteer instructors in the Health sector.

The Central Minnesota Epilepsy Foundation is one of two organizations of its type in the study area where it is estimated that 2500 epileptics reside. Like other groups of its type in the Health sector, it is involved in public education and advocacy services. Unique, however, are the efforts of its parent organization, the Minnesota Epilepsy League, to develop a training manual and short workshops for speakers representing the organization. In addition, the Central Minnesota Epilepsy Foundation sponsored a community workshop on epilepsy at the St. Cloud Hospital which attracted 100 participants.

The Educated Childbirth Association in St. Cloud is representative of the impact a small, volunteer organization can have in fulfilling community needs. The Association (then consisting of one woman) began five years ago to teach prenatal classes concerning breathing techniques to aid labor and delivery, charging fees only to cover classroom costs. In 1974-75, over 500 people (250 couples aided by 12 volunteer instructors) took training unavailable elsewhere through this organization. To date, no formal advertising techniques are used to attract new clients, word-of-mouth serving to keep classes filled.

6. Regional Associations

The Central Minnesota Area Health Education Consortium (AHEC) in St. Cloud facilitates a network for the delivery of educational services to health personnel. Established in 1972 as a voluntary consortium of health care providers and educational institutions, both the AHEC committees and the Board coordinate and facilitate needs assessment, planning, and delivery of educational offerings for health care personnel. Due to the structure of AHEC which brings together both educational institutions and health care providers, mutual accountability for program quality is assured.

AHEC has placed a high priority on continuing professional education because of the remoteness and isolation of clinical practitioners in rural central Minnesota, although in 1974-75 special funding enabled four consumer education programs to be offered. Basic clinical education is provided through close affiliation with the University of Minnesota AHEC, the St. Cloud Area Vocational Technical School, St. Cloud State University, and other area colleges. Many of the other workshops sponsored by AHEC are delivered through formal post-secondary institutions; therefore, data included in this report represents only a portion of the total range of activities planned through AHEC.

Most of the health care providers either work through AHEC to facilitate course delivery or avail themselves of the opportunities offered. It is interesting to note that since Region D health care planners began working with AHEC, they no longer find it necessary to deliver their own offerings. AHEC plays an important role as an educational networker in Region 7W and, through its committee structure and the voluntary cooperation of all sectors involved in the Health sector, helps to provide and broker relevant, on-site delivery of needed training.

In 1974-75, twelve non-credit courses involving occupational training were delivered through AHEC in Buffalo, Sauk Centre, and St. Cloud, enrolling 651 persons (28% of the total in Occupational Training in the Health sector, Figure 3). Fees for these courses were nominal ($6.00) partially because of funding at the 40% level by the Northland Regional Medical Program. In addition, special AHEC funding (85% of course costs) enabled the agency to sponsor four consumer education courses in St. Cloud, Melrose, and Delano involving 139 people.

7. Religious Organizations

Natural Family Planning is an agency housed at the St. Cloud Diocesan Office offering instruction and counseling to couples. In 1974-75, approximately 2,000 people received service from the agency, most attending an introductory presentation at St. Cloud Hospital which included information on human reproduction. This represents some 20% of all persons participating in experiences offered by health providers in the Personal Development category. Natural Family Planning is staffed by one hundred counselors who were trained in a ten-hour workshop in St. Cloud.

The private social welfare organizations comprise an interesting sector and reflect the dedication and expertise of volunteers who perceive unmet needs and work to meet them. The future will most likely witness the increased impact of groups in this sector, particularly as they gain sophistication and experience in public education.

C. Personal Growth

1. Overview

The Personal Growth sector is one in which a high level of activity might be expected, but both in terms of in-service training to those working in the field as well as in relation to public education, efforts lag far behind those in the Health sector. In education for the public, Personal Growth providers served somewhat less than half as many people as Health providers (2,727 to Health's 4,926). This is indeed unsettling, in that the field of Human Services represents a range of services for the public, including those in personal growth and development.

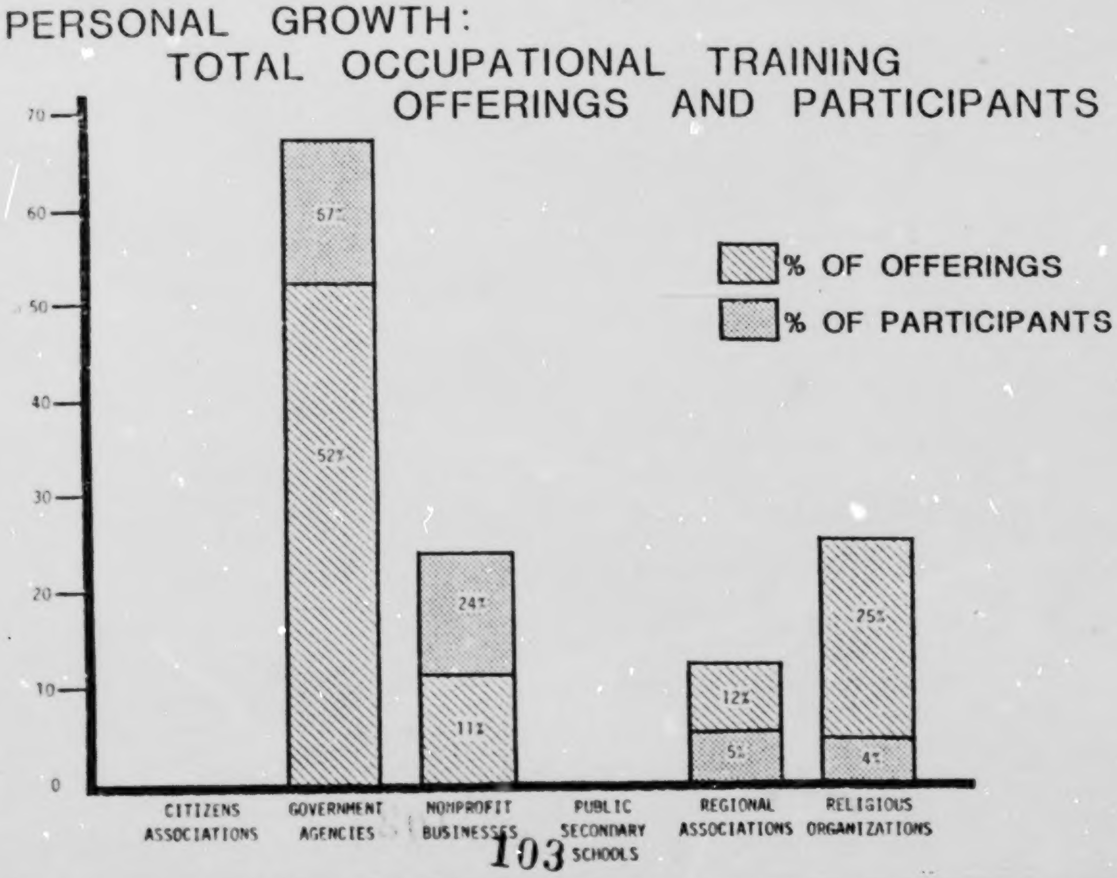
The sector defined as Personal Growth in this report covers those educational experiences which lead to enhancement of one's personal life, helping to promote self-understanding and improve relationships with other people. Such courses as effective parenting, interpersonal communication, assertiveness training, and psychology in everyday living may be considered as conducive to human growth and development. Mental health providers are included in this sector, in that they help deliver educational services of the above type, in addition to performing counseling and therapy. Work adjustment and job-seeking skills training are also included in the context of Personal Growth because their aim is to increase personal potency and effectiveness in terms of behavior and attitudes in dealing with other people. Foreign language classes are in the scope of this sector also, in that their aim is increased understanding of the American as well as other cultures and the people in them.

In-servicing of professionals in the Personal Growth sector is not as intensive as might be expected. Employees in government agencies receive instruction in interpreting new regulations, but little training in how to be more personally effective in their roles. Although colleges and universities offer a limited number of experiences, private businesses and religious organizations provide the majority of the latter type of in-service opportunities.

While it is true that consumer pressure is greater in the Health sector, those organizations responsible for promoting personal growth must realize that many of their clients lack the necessary skills to push for change. Nonetheless, they need to learn ways to improve their understanding of themselves and other people in order that they may lead more satisfying and fulfilling lives. The Personal Growth sector is filled with well-meaning and hard-working people who experience helplessness and frustration in their one-to-one dealings with clients. It would seem more effective and efficient for clients to receive some help in group settings where they may support and aid each other rather than struggle alone in isolated surroundings. Some agencies are bringing people together in the rural areas in order to form learning and support groups; this seems a crucial first step in promoting true community development through the facilitation of personal growth and the sharing of those experiences.

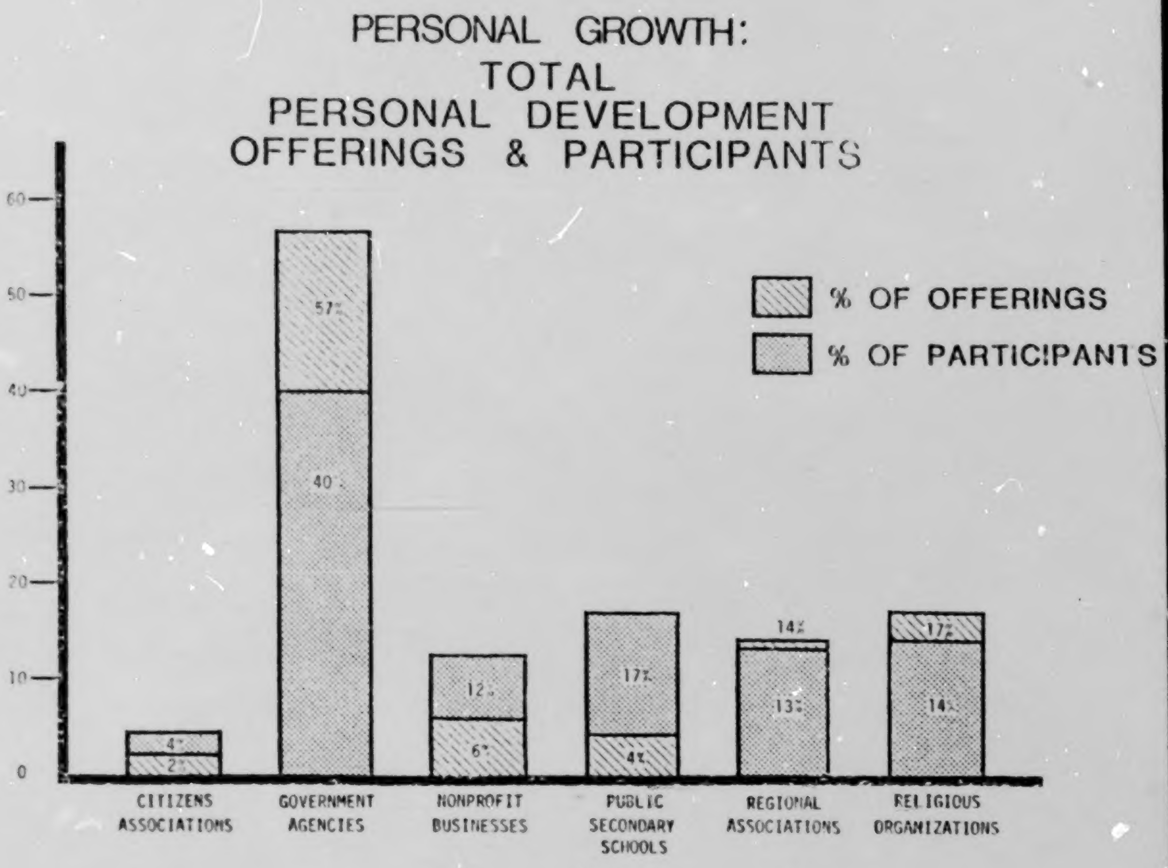
Research for this study indicates that most participants in educational experiences in the Personal Growth sector are white middle-income people, the majority of whom have at least some college experience. Exceptions are, of course, the handicapped and those residents served through the Tri-Cap and Headstart programs. Once again, the traditional profile of adult learners emerges. However, a number of important questions need to be raised concerning the access of geographically and socio-economically disadvantaged citizens to educational opportunities. The traditional methods for course organization and delivery are in need of revision, as are many content areas. If the goal of social service providers is personal growth, they must evaluate their present modes of action and reassess their use (and nonuse) of education. Community development will not occur until community residents possess a positive self-image as well as the skills for developing and maintaining effective interpersonal relationships.

Figure 5 depicts the relative involvement of the six groups of educational providers offering experiences pertaining to Occupational Training in the Personal Growth sector. It is interesting to note that the offerings of government agencies and nonprofit businesses attracted the most participants (91% of the total).



When offerings relating to Personal Development are considered, Figure 6 illustrates a somewhat more balanced picture, with government agencies and nonprofit businesses playing a somewhat reduced role.

FIGURE 6



PERSONAL GROWTH:
TOTAL
PERSONAL DEVELOPMENT
OFFERINGS & PARTICIPANTS

2. Nonprofit Business Organizations

Of the private business organizations surveyed, only three offered educational programs of interest in this sector. The others, if they were involved in education for personal growth, either restricted their efforts to counseling and therapy or were residential centers (such as homes for mentally retarded adults) which involved their clients in highly individualized and continuous informal education.

Of the three nonprofit businesses studied, two are sheltered workshops and one is an organization for counseling and therapy.

Functional Industries in Buffalo and the Opportunity Training Center in St. Cloud offer job skill training and long-term sheltered employment for physically and mentally handicapped persons. In both locations, approximately 50% of the clients involved receive job skill and work adjustment training before entering competitive employment. All clients who work receive wages; type of work is determined both by employee capability and the nature of the contract being filled (agencies of this type bid for contracts from other business firms). In 1974-75, over 115 handicapped adults completed work adjustment training lasting from five to twelve weeks at these two businesses. Functional Industries has the capacity for completing work evaluations on clients, which takes a total of six 35 hour weeks. In general, these business organizations are financed 40% by work contracts, 50% by Department of Vocational Rehabilitation funds, and 10% by charitable contributions. Professional staff at both facilities stress the need for on-site in-service opportunities for themselves and for their nonprofessional colleagues.

Family Counseling Associates in St. Cloud is a nonprofit business which offers both marriage and family therapy as well as in-servicing for other professionals. Staff in this organization view their role as unique in the region, in that no agency currently offers in-service education in family counseling and therapy. Experts are generally brought into St. Cloud to lead the workshop experiences which attract clergy, youth workers, social workers, health professionals, and teachers from a wide geographical area. In 1974-75, 500 people participated in the eight workshops and classes sponsored by Family Counseling Associates, representing

61% of all participants in professional growth experiences in the Personal Growth sector. This is almost five times more than attended professional in-service education offered by other types of providers.

The private business organizations in the Personal Growth sector represent two diverse types whose services appeal to different populations. One might have hoped to find other such organizations offering services, either as an integral money-making activity or as part of a public service function. Perhaps these are more common in large, metropolitan areas where potential demand is high. What is important in the businesses studied is the need for their services and the satisfaction of past participants. In all cases, education provided by these businesses is available in no other convenient location.

3. Citizens Associations

A wide variety of associations of like-minded citizens exist in Region 7W, particularly in St. Cloud. In terms of the Personal Growth sector, many of these groups work to enhance their own growth, while others focus on the developmental needs of their fellows.

However, the majority of these associations do not sponsor educational activities within the scope of this report. Some, like Alcoholics Anonymous, Overeaters Anonymous, and Emotions Anonymous, are self-help groups. Others hold short meetings followed by social activities, such as Parents Without Partners and senior citizens organizations, or educational activities not long enough in duration to be considered in the context of this study. Some are unique in themselves--the Toastmasters and Toastmistresses in St. Cloud are two organizations which meet for the purpose of listening to and evaluating each others' speeches. Still others, like the Retired Seniors Volunteers Program (RSVP) in St. Cloud, are beginning to formalize and expand their training procedures.

Two citizens associations, however, did sponsor activities which are relevant to this report.

The St. Cloud Area Women's Center is an increasingly active and influential organization intended for women. Annual dues finance seminars, workshops, and forums on topics of interest. The Women's Center often co-sponsors activities with other area organizations and colleges. Although the participants in Women's Center activities are primarily middle-income women aged 25 to 44, efforts are being made to reach new groups. In 1974-75, the Women's Center sponsored classes for 195 women in auto maintenance (at a city auto supply center), assertiveness training, and career assessment, in addition to compiling a directory of area services for women.

The Senior Federation in St. Cloud is an issue- and action-oriented association of senior citizens clubs in the area. Its parent organization, the Twin Cities Senior Federation, was established four years ago to facilitate political action for senior citizens. Although the Senior Federation is discussed in more detail in the Public Affairs sector of this report, the twelve-hour leadership training program held for 25 group officers is more appropriate to what is considered in the scope of Personal Growth experiences.

Although the offerings in absolute numbers provided by citizens associations represent a small percent of the total in this sector, their influence and range of activites are extensive. In that they exist for the benefit of their members, perhaps it is to be expected that they not "share their wealth" or organize formal learning experiences. Yet, the effect of these associations is to help satisfy unmet needs within a community and the level of member involvement is high. They are undoubtedly educational organizations and must be considered as such.

4. Government Agencies

Unexpectedly, most directors of governmental agencies contacted were aware of no educational activities which they sponsored that were in the scope of this report. Most are concerned either with planning and coordination or with direct service to clients. Professional staff tend to leave the study region for training and sponsor few, if any, educational experiences for community residents. Examples of agencies involved in direct service only are the Work Incentive Program (WIN) in St. Cloud, Stearns County Services to the Blind, and Benton and Sherburne County Social Services. With the exception of one division in the Department of Public Welfare in St. Paul, most agencies rely on their branch offices outside the Twin Cities to sponsor community training and education; examples are the Council on the Handicapped and the Crippled Children Division which work through Developmental Disabilities in St. Cloud which, in turn, sponsored nothing in the scope of this report.

On the other hand, six government agencies are active in educational programming. Wright County Social Services involves all volunteers in community organizations in both initial and ongoing training specific to their roles. Stearns County Social Services and Headstart deliver programs to socially isolated mothers which will help them be more effective in their roles. CETA, Vocational Rehabilitation, and the Stearns County Day Activity Center work with low-income and handicapped persons to help them develop independent living and job-seeking, work habit skills. Most of these agencies plan ongoing in-service programs for their professional staffs and many include nonprofessional staff in these activities. The Department of Public Welfare in St. Paul delivers periodic workshops in St. Cloud which pertain to new rules and regulations in Public Welfare.

The offerings of the six agencies studied account for 52% of all of experiences in "Occupational Training" in the Personal Growth sector in 1974-75, involving some 1,716 participants (67%). In the area of courses classified as "Personal Development," government agencies sponsored 69% of all courses (numbering 49) and enrolled only 15% of all participants (406); the smallness in class size is reflected here. In total offerings, these agencies were the largest providers: 57% of all experiences in Personal Growth, enrolling 2,122 people (40%).

Of the six agencies, four reach out to disadvantaged sectors of the population. CETA in St. Cloud served 600 people in Buffalo, St. Cloud, and Elk River with a work orientation class combining group and individualized instruction. The participants who, by regulation, qualified for the program were characterized by low income, unemployment, lack of marketable skills, and a relatively low level of education (one-third had earned less than a high school diploma). The course involved clients in values clarification, goal setting, and life planning activities as well as in practical instruction in interviewing skills and acceptable work habits.

Vocational Rehabilitation in St. Cloud offered a job-seeking skills and work adjustment training program to 500 people at both the St. Cloud Reformatory and its office in St. Cloud. Students were either unemployed or incarcerated and are mentally, physically or emotionally handicapped; 80% were male. Class activities included videotaping students during simulated job interviews and help in modifying undesirable work habits. In addition, professional staff are involved in extensive in-service training - 46% of all such experiences in this group of providers occurred at the Vocational Rehabilitation Agency.

Stearns County Day Activity Center is one of several such agencies in the state. In the St. Cloud location, mentally, physically, and emotionally handicapped adults, who for the most part are unable to enter employment or function at a sheltered workshop, learned independent living and socializ tion skills and are involved in work activity. In addition, volunteers in the County Day Activity Center are trained to work with clients and the handicapped in general. (Because the volunteer training program is personalized and aimed toward understanding the handicapped as a group, it is classified as Personal Development.) In all, Stearns County Day Activity Center programs constituted 27% of all Personal Development experiences among government providers, and served 19% (76) of all participants in this area.

Headstart in St. Cloud is a comprehensive program for low-income parents and their preschool children. Parent involvement is stressed, as they are encouraged to participate in learning activities designed to help them be more effective in the four centers and six home-based programs in Paynesville, Kimball, Elk River, St. Joseph, St. Cloud, Becker, Foley, Rockville, and St. Anna. Eighty women, 30% of them without husbands, were served in nine single topic workshops. It should be mentioned that many more parent sessions are held, but last fewer than three hours due to the problems women encounter in leaving their homes for any length of time. Headstart staff plan many of their own in-service programs, although special training funds enable them to subcontract with the Union of Minnesota and St. Cloud State Union.

Stearns County Social Services in St. Cloud offers direct service and selected training to residents of its assigned area. In addition to training for prospective day care center personnel and volunteers within the agency, experiences in parenting and home management are delivered to socially isolated women. Within this group of providers, Stearns County Social Service emerged as the most active, having made available 42% of the total course offerings to 32% of all participants. Finally, Stearns County Social Service involves its entire staff in ongoing training, a somewhat unusual phenomenon among public service agencies.

Wright County Social Services in Buffalo has made available two unique educational opportunities to its service area. A foster care training program involved over 100 prospective foster parents in 1974-75; completion of preliminary experience is now mandatory before parents receive certification. In addition, 50 people who served as volunteers in community service organizations such as Big Brothers and Pen Friends receive specific training for their roles through Wright County Social Service. Eighty percent of these people were over age sixty in 1974-75 and learned about such things as human relations, aging, and interpersonal communication. Wright County Social Services involved the greatest percentage of people (37%) in activities such as these in all Personal Development courses in the sector under discussion. Finally, this agency has developed a structured orientation program for all new staff, lasting a minimum of 40 hours and involving a variety of experiences within the office.

The networking of government agency activities is fairly extensive, due to the designation of "territory" as well as to established planning committees and informal communication among agencies. While the degree of of involvement of the agencies described in education is quite high, they are more the exception than the rule and even their efforts are no more than a scratch on a vast rural surface. It seems that the personalities of the staff members in these agencies and their awareness of and willingness to respond to community needs are the primary factors in determining the nature and extent of their educational efforts. Policy, then, assumes less importance than personality as the key factor in the response of public agencies to community learning needs.

5. Private Social Welfare Organizations and Service Clubs

Although many private social welfare and service groups exist in Region 7W, none sponsor activities within the scope of this report. They are, however, active in informal education and service activities, most holding regular meetings. It is surprising to note that the organizations in the study region which might be expected to provide organized educational experiences do not do so, although sister groups in other locations do. The Boy and Girl Scouts and Campfire Girls in St. Cloud provide little training for adult leaders, nor does the Big Brothers organization. Similarly, the YMCA in St. Cloud offers none of the type of education described in this report. The F.I.S.H. organization, a telephone referral service, does not formally train its volunteers in crisis intervention or communication skills, as do many groups similar in nature. The Jaycees and Mrs. Jaycees hold regular meetings and contribute a great deal of service to the community, but receive their leadership training elswhere than in Region 7W.

The above is not to intimate that these groups de-emphasize learning but simply to illustrate the ways in which education - formal, nonformal, and informal - play a role and where needs might exist.

One private welfare organization, the Children's Home Society in St. Paul, recently completed a statewide survey indicating community interest in their providing workshops dealing with parenting and adoption. Results indicate widespread interest in such an undertaking, and the Children's Home Society plans to enlarge its present format of nine workshops in 1976-77.

Expanded growth in nonformal educational activities will most likely occur among private social welfare organizations and service clubs, as they recognize both community need for their expertise and member need for continued personal growth

6. Public Secondary Schools

Of all the public secondary schools questioned concerning their offerings through Community Education, only four reported sponsoring classes in the Personal Growth sector. It is disappointing to discover that few schools promote such educational activities as foreign language, effective parenting, interpersonal communication, or public speaking. Instead, hobby-related and recreational offerings are the norm It seems appropriate for offices of Community Education to develop course offerings which are a direct response to community needs, and then promote and publicize their usefulness. Most schools, it appears, continue to offer programs that "sell" based on past experience, rather than taking responsibility for introducing residents to new and potentially valuable experiences.

The four school districts of interest - Buffalo, Cold Spring, Elk River, and St. Cloud - offered a total of six classes in the Personal Growth sector, including German, Spanish, Norwegian, and speed-reading.

Their courses served the highest number of people - 396, or 33% of all participants in courses in the Personal Development category. In addition, St. Cloud Area Schools were involved in educating over 800 parents of preschool children in child psychology and learning theory in order to make them more knowledgeable and effective in their roles. This is a federally-funded project in the dissemination phase this year and is an example of the success of new programs based on identified community needs and which increase peoples' ability to function in their day-to-day roles.

The paucity of public school programming in the Personal Growth sector is not consistent with the high degree of activity taken by other providers. Perhaps secondary schools, as the most "traditional" of the educational providers studied in this report, will remain purveyors of recreational services and dismiss possibilities for programming in other needed areas. If so, a great many resources in the school and the community itself will remain untapped, for in many cases, the school has the best programming and advertising mechanisms needed for large-scale public education.

7. Regional Associations

Two regional associations were involved in educational activities within the scope of this report, serving 115 people (14%) needing continuing professional growth opportunities, and ranking second in number of Personal Development offerings (attracting 555 people).

The Quad County Mental Health Center in St. Cloud (with branches in Buffalo, Sauk Centre, and Elk River) is one of 28 community mental health centers offering services to the mentally retarded, mentally ill, and chemically dependent. Its staff of 36 (of which 26 are professionals) is involved in crisis service, day treatment, inpatient consultation, and community education. In addition, a detoxification center for receiving and referral in Sauk Rapids and a neighboring Driving While Intoxicated (DWI) clinic are included in the scope of the Mental Health Center's activities. While most of the in-house staff attends in-service workshops sponsored by other agencies, growth experiences for other professionals are offered through the agency. In 1974-75, such experiences involved 100 professionals, most as a result of cooperative planning efforts with other community agencies. Education for the at-large community is a relatively new venture that is increasing in scope. In 1974-75, different offerings in such topics as effective parenting and drug abuse were offered to 60 people. The DWI clinic, mandated by the courts in particular cases, is a large-scale effort and involved over 440 people. A separate facility housed the DWI operation.

The Tri-County Community Action Program (Tri-CAP) in St. Cloud was established in 1965 to serve low income employed and unemployed residents of Stearns, Sherburne, and Benton Counties. Outreach staff who live in rural communities communicate programming needs and help in their planning and delivery. Much of the services provided are of an informal nature, although seven different structured educational activities were offered for homemakers and senior citizens in Foley, Big Lake, Paynesville, Melrose and Sauk Centre to help them learn selected skills to help enhance their quality of life. Staff training is primarily informal and continuous, although three organized workshops were held.

Since both of these regional associations receive public monies, the programs in the Personal Development category involved no fees to participants. With their networking abilities and regional base, these agencies could be potent forces in community education and delivery of services. It is hoped that they view their expanding roles as such.

8. Religious Organizations

The organization of the Roman Catholic Church in the Diocese of St. Cloud comprises a series of agencies parallel to those in the public sector, yet separate and distinct. Catholic Social Services, the Family Life Bureau, and the Religious Education Office represent comprehensive efforts to offer opportunities for personal growth to Roman Catholics in area parishes.

Although the Religious Education Directors of selected parishes were contacted, it seems that most activities coordinated through those offices are not in the scope of this report. There do, however, seem to be some beginning efforts in involving parishioners in structured educational experiences which will help them understand themselves better and improve their relationships with other people. As one rural priest remarked, "We can't expect to talk to our people about the Christian concept of love before they have learned to love themselves." Involvement of the whole family in both the church and the parish school has always been a priority; however, a new emphasis on personal growth is emerging and could change the nature of activities in religious education.

The two agencies of the Roman Catholic Church in St. Cloud which did sponsor the type of educational activities being addressed in this report are Catholic Charities and the Family Life Center. Together, these agencies served 650 people in educational activities designed to promote personal development in 1974-75, thus ranking second only to public secondary schools. The second largest number of experiences in professional development were also sponsored by these agencies.

Catholic Charities is a large, complex organization which had an operating budget of $5.5 million in 1974-75. Its activities include five low-cost housing units, eleven federally-funded nutrition sites, a Vietnamese resettlement program, and the Children's Home in St. Cloud for mentally and emotionally disturbed teenagers. Educational programs for the general public are 90% underwritten by agency funds and included sessions in child management, family life education, and financial counseling. At Catholic Social Services itself, little staff-initiated in-servicing is undertaken, due to the longevity of most staff positions. At the Children's Home, however, intensive ongoing training is provided at least once every month for staff members which include participants in the Foster Grandparents Program. Experiences have included instruction in First Aid, the utilization of leisure time activities in therapy, ordinal positioning in the family, and assertiveness training. All activities at the Home are 95% federally-funded, primarily due to the public aid programs for patients.

The Family Life Bureau conducts couples communication classes for couples about to be married as well as "in-servicing" for husbands and wives. Since the completion of such courses is necessary before marriages are conducted in the diocese, attendance rates are high. This is not to imply, however, that the class experiences are less than adequate, in that quite the opposite seems to be the case. Over 50 volunteers, it should be noted, devote their time to help teach the communications courses.

The Roman Catholic Church is extremely influential in Stearns County and may will be a key factor in rural community development. As one priest stressed, in many communities there are two places where people congregate and are influenced: the tavern and the church.

D. Public Safety

1. Overview

At a time when citizens are most concerned about alleviating crime and preventing highway accidents, it would seem appropriate that consumer education would increase in the sector of public safety. Outreach efforts in Region 7W of most public agencies studied, however, seem minimal. Many individuals in the Public Safety sector do devote much time and thought to helping informally educate the general public in matters which are necessary for their safety and the lives of others, but it seems that such efforts should assume a greater priority and structure in the organizations involved. A greater share of the initiative for public education needs to be taken by personnel in public safety, in order that their resources and expertise be more meaningfully integrated into preserving the public welfare.

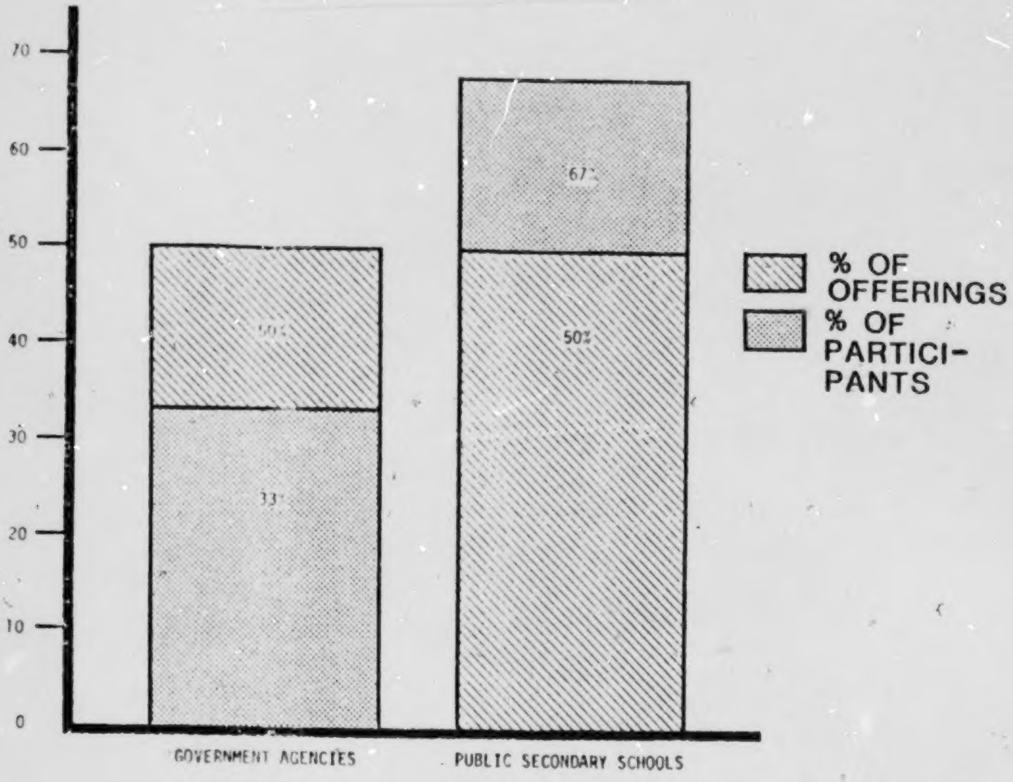
Figure 7 (page 114) summarizes the involvement of the two groups of educational providers active in this sector, and reveals a greater participation rate in activities offered through public secondary schools.

2. Business Organizations

Research indicates that there are no educational activities of the type reported in this study in Region 7W, although the Minnesota State Automobile Association in St. Cloud occasionally supplies travel films to interested groups.

FIGURE 7

PUBLIC SAFETY:
TOTAL OFFERINGS AND PARTICIPANTS



3. Government Agencies

Little educational activity among state agencies of the type of interest in this report is apparent in Region 7W. Most initial training as well as the majority of in-service experiences occur in the Twin Cities. For example, the Highway Patrol Training Center in Arden Hills offers a specially-designed site for pre-service and in-service training of Highway Patrol personnel. In addition, the Bureau of Criminal Apprehension in St. Paul provides training programs in the Twin Cities to all law enforcement officers in the state, including first level supervision courses and those of a short-term specialized nature.

Many agencies use the services of colleges, vocational schools, and the University of Minnesota and report increasingly effective communication with formal post-secondary schools. The State Fire Marshall's Office is a good illustration of this division of responsibility. Two types of fire schools are held each year throughout the state: one coordinated through area vocational-technical schools concerning practical field experiences, and the other sponsored in conjunction with the Office of Special Programs at the University of Minnesota which incorporates a format of readings, speakers, and discussions. In addition, both vocational-technical schools and community colleges in Minnesota offer pre-service firemanship programs to interested students.

Where consumer education by government agencies in the Public Safety sector occurs, it is most often informal or based around the use of short talks, films, and pamphlets. A number of bicycle safety clinics for children have taken place at police and fire stations in St. Cloud, while the Office of Emergency Services there has undertaken several disaster simulations. The agencies studied seem most responsive when requested to deliver a specific service to a particular group of people, although they do not actively solicit opportunities for involvement in community education.

Two agencies did offer occupationally-related training in the study region during 1974-75. The Bureau of Criminal Apprehension training staff delivered a workshop on a new technique for accident reporting to policemen in St. Cloud, and the Region D Crime Commission in St. Cloud sponsored a grant-writing workshop in four different communities for persons in public safety field. These activities were financed by public monies and were open only to a defined group of people.

The education and training made available to military personnel in Minnesota are beyond the scope of this study, in that persons in the Army Reserve and National Guard train at sites throughout the state - what occurs in Region 7W does not necessarily involve persons living in that particular four-county area. However, the training opportunities available should be viewed as a potentially valuable community resource.

Government agencies in the Public Safety sector, then, are not as involved in nonformal educational activities as might be expected. Perhaps learning on-the-job characterizes most positions in these organizations. It was reported by one St. Paul training bureau, however, that in some cases ongoing training is viewed as only serving for advancement to supervisory positions and, therefore, discouraged in rural areas. In addition, another source interviewed believed that the fear that trained employees will leave for more highly-paid positions in larger towns is very real and often acts as an inhibitor of continuing education for police and fire personnel.

The posture of public safety agencies as regards community education varies with the personalities and efforts of the individuals who staff those organizations. There is a trend, however, toward sharing the resources and expertise of public employees with area residents which, it is hoped, will continue.

4. Public Secondary Schools

Two public secondary schools sponsored workshops through their community education divisions for employees in occupations related to public safety in 1974-75. The Office of Community Education in Buffalo offered a 20-hour training session for volunteer fire personnel, taught by two Fire School instructors. In Cokato, the Dassel-Cokato Community Education Office involved 60 school bus drivers in a four-hour workshop in driving safety.

Such offerings are unusual but laudatory, in that they were organized as a direct response to concrete community needs by the public schools.

5. Private Social Welfare Organizations

Although the American Red Cross offers direct service in disaster relief, no educational activities sponsored by private social welfare organizations in the scope of this report are apparent in Region 7W.

E. Public Affairs, Citizenship, Consumer Education

1. Overview

Research for this study indicated four types of providers of educational activities relating to the Public Affairs and Consumer Education sector. Figures 8 and 9 summarize their total course offerings and participants relative to each other and reveal interesting differences in drawing power.

A private business organization, the First American National Bank in St. Cloud, served 540 people in three seminars, or 50% of the total 1,083 participants in this sector. The Regional Development Commission in Sauk Rapids most nearly approached offering occupationally-oriented experiences in its 28 workshops concerning issues of local importance. Four public secondary schools made available courses in consumer-related areas, a phenomenon somewhat unusual in Region 7W. With the exception of those involved in public school domain, partison political groups, professional organizations, and government agencies did not appear to be involved in educational activities, although a few informal efforts were apparent.

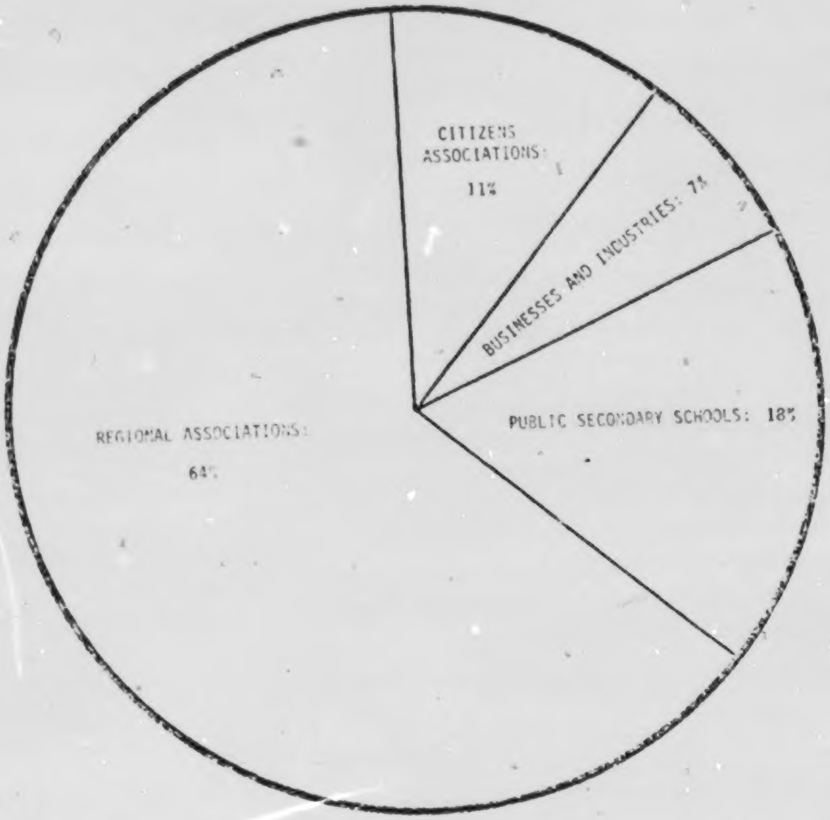
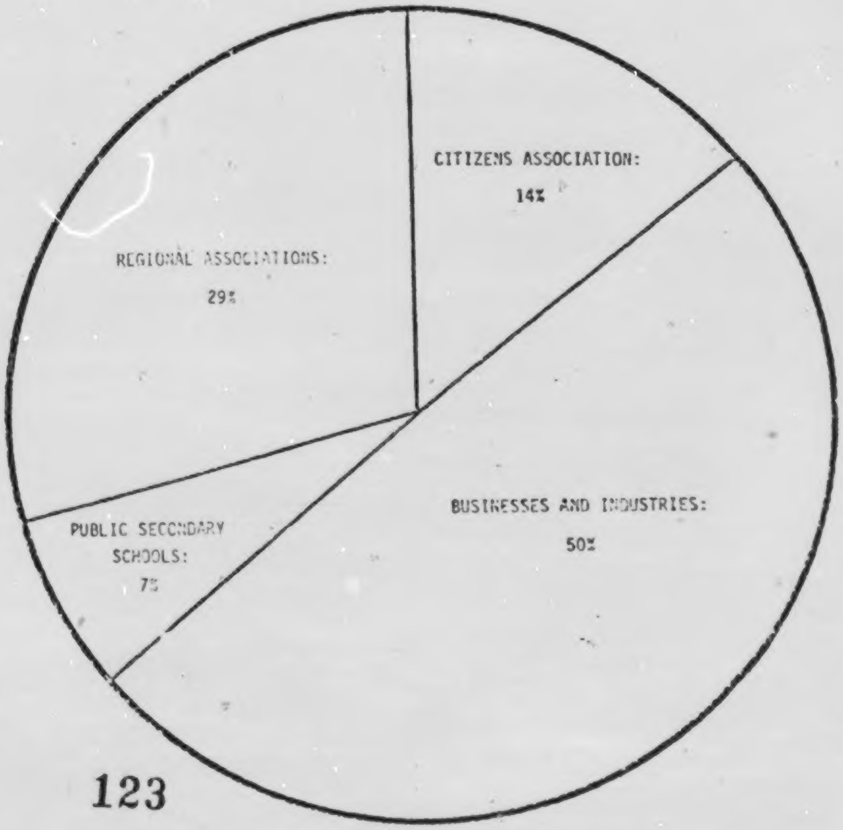


FIGURE 8

PUBLIC AFFAIRS, CONSUMER EDUCATION: TOTAL OFFERINGS

FIGURE 9

PUBLIC AFFAIRS, CONSUMER EDUCATION: TOTAL PARTICIPATION



By far the most active providers of education in the Public Affairs and Consumer Education sector are the citizens associations which are organized around a particular set of issues. The efforts of community volunteers are substantial and yield significant results, both in terms of personal development for members and education for the community as a whole. If the three-hour minimum duration standard for an educational activity were lifted, the list of citizens associations involved in in-scope activities for this report would lengthen to an astounding degree. However, for the present, it will suffice to underscore the significance of these organizations in nonformal education.

2. Businesses

In St. Cloud, one financial institution served as facilitator for three community seminars relating to consumer education. Three workshops sponsored by the First American National Bank in estate planning, individual retirement, and stock ownership attracted 540 community residents. To advertise the seminars, the bank notified its own commercial and banking customers and was overwhelmed by the interest such people showed (one workshop attracted 400 people).

Most of the participants in the public seminars were middle-aged upper income people. Approximately 25% were self-employed; 15% were retired. Courses have been taught by bank personnel with knowledge and experience in the topical area.

The ability of the First American Bank in planning and delivering these programs to the public is most impressive.

3. Citizens Associations

Issue-oriented organizations of citizens are numerous in the study region, and are particularly active in the St. Cloud area. Most, however, are not involved in educational activities appropriate for inclusion in this study. However, the enumeration of a few of these citizens associations active in the Public Affairs and Consumer Education sector reflects an interesting range of activities.

Most of these organizations are interested in influencing political decisions in certain areas, with the exception of the League of Women Voters which focuses on nonpartisan public information regarding candidates and issues. Associations organized in Region 7W to influence legislation on selected human issues (sometimes termed "women's issues") include the National Organization of Women Chapter, the Women's Equality Group, the Women's Equity Action League, Equity in Education, and the American Association of University Women. These groups often work together in sponsoring short programs of common interest for their own membership as well as for the general public. Gay Rights Information makes available a central telephone and advocacy service, while the Minnesota Citizens Concerned for Life represents a highly-organized, well-financed branch of a national organization. Chapters of Zero Population Growth and the American Civil Liberties Union also exist and offer limited informational advocacy services. The St. Cloud Environmental Council co-sponsors quarterly programs at St. Cloud State University on topics such as copper nickel mining, the B-1 bomber, and wolves. This group is also anxious to do other presentations, but none have occurred which meet the guidelines for this report.

The Central Minnesota Senior Federation in St. Cloud, an issues-oriented organization of senior citizens chapters, is becoming increasingly involved in public education. The group, which comprises over 3,000 members who live primarily in rural areas, is a chapter of the Twin Cities Senior Federation. The combined groups develop an issues platform at an annual convention, and organize task forces around these priorities. In 1974-75, issues included transportation, nursing homes, medical discounts, and legal services for older Americans. A lobby group, the Minnesota Senior Caucus, and a coordinating body, Senior Federation Services, were instrumental in organizing the successful "Seniors Day" at the Minnesota State Capitol in 1975 to illustrate the potential power in numbers alone of older Minnesotans. Fear, frustration, and distrust with government as well as feelings of helplessness most commonly constitute the motivating forces for initial contact of older persons with the Federation. A discount program for medical supplies, including glasses and hearing aids, is being established with area merchants in Central Minnesota, in that some 30% of the retired population in that area are below the official poverty level and desparately need such services. In terms of organized education, the Federation sponsors an increasing number of workshops in Central Minnesota on terms of concern to senior citizens such as transportation, social security and Medicare, and insurance. One such experience concerning social security and Medicare fits the guidelines for this study and involved approximately 105 persons and three volunteer instructors. Activities of the Federation, including public education, are financed at about the 50% level by fund-raising projects of the organization itself. In addition, a grant from the Bremer Foundation covers the salary of the one staff member and other incidental costs.

The St. Cloud Chapter of the American Association of University Women is an organization for female college graduates and involves its membership in study and research groups assigned to specific topics. In 1974-75, the four topics studied dealt with continuing education, women's rights, and environmental concerns. The usual format in the AAUW Chapter consists of defining topics to be studied, assigning appropriate research groups, compiling and organizing data and information relevant to the subject under consideration, and reporting back to the group. A high degree of scholarship and expertise is reflected in the issues papers, which are made available to other interest groups and individuals in the community. These structured study groups involved approximately 30 women in 1974-75 and four volunteer facilitators.

In the two citizens associations offering educational activities in the Public Affairs and Consumer Education sector, 135 people received instruction (12% of the total). These providers were the sole organizations to use volunteer instructors; indeed, no paid facilitators were used at all. The Senior Federation and the AAUW reflect the expertise of community residents which is not only present, but which can be developed through their involvement in projects which are of concern.

4. Professional Organizations

Although the Stearns-Benton County Bar Association is involved in planning and implementing a legal aid system, it is not yet operable and therefore not in the scope of this study.

Public school employees and officials do, however, receive in-service training in issues relating to legislation, lobbying and contract negotiation through their respective professional organizations. Such activities, although extensive, proved difficult to tally for this report and will be briefly discussed in narrative form only.

Minnesota public school teachers are represented by two professional organizations: the Minnesota Education Association (MEA) and the Minnesota Federation of Teachers (MFT). In addition to annual two-day conventions, both sponsor training sessions in political action, contract negotiation, school finance, and organizational leadership for local chapter officers. The MFT conducts its sessions in the Twin Cities area and, in addition to the workshops outlined, organizes two special programs each year: 1) the QUEST Consortium which treats issues involved in quality education such as teacher accountability, vocational certification, and lifelong education; and 2) a COPE conference focusing on political and social trends and how teachers can effectively respond. The MEA structure incorporates an Office of Field Services to coordinate its UNISERVE office and chapter activities throughout the state. Each UNISERVE office and field representative (located in Elk River, Princeton, and St. Cloud for Region 7W) coordinates its own training schedule for organization training. However, apart from an annual four-day workshop for chapter officers held at the College of St. Benedict, most activities conducted are either one-hour sessions or take the form of individual counseling and advocacy. Many teachers, then, do receive training in areas of concern to their careers in the public school system and, with the aid of their professional organizations, are emerging as a powerful lobbying force.

The Minnesota Association of School Administrators also conducts both statewide and local workshops for elementary and secondary school principals as well as for school superintendents. Although the association is divided into three groups according to the three administrative positions, most seminars held outside the Twin Cities are sponsored jointly. In 1974-75, an area seminar concerning pending legislation was held in St. Cloud for 90 members of the umbrella organization and included special interest meetings; Grandview Lodge housed one of two major conferences held that same year. In general, however, workshops and seminars for public school administrators are held in larger metropolitan areas or resort sites; on-site delivery does not seem to be a priority.

The Minnesota School Boards Association (MSBA) is diligent in involving school board members in in-service education. Services include orientation for new board members, an annual three-day convention, management seminars on special topics, area meetings on legisaltion and negotiation, training sessions with administrators on decision making, and research and information services. The Minnesota School Boards Association has divided the state into 12 districts, each with its own director. In Region 7W, the District Director resides in Foley. In 1975-76, Howard Lake will be the site for an area meeting, with St. Cloud hosting two legislative meetings, one negotiations seminar, and another area meeting.

Education concerning issues and training relative to achieving and consolidating political power and influence within the public school system are available to teachers, school administrators and school board members. It can be expected that efforts in this domain will increase, as school enrollment decreases, costs soar, and public scrutiny increases.

5. Public Secondary Schools

The Community Education Divisions of four public secondary schools in Region 7W offer programs relevant to consumer issues. In total, eight different courses were made available to community residents in 1974-75, representing the second highest total of offerings (18%) in the Public Affairs and Consumer Education sector. The total enrollment figure, however, is the lowest in the sector, some 78 people participating in courses of this nature. Therefore, it may be concluded that offerings by public schools in this particular sector were characterized by low attendance and were most likely financial subsidized by more popular activities.

Classes in basic home electricity were made available by three of the school districts (Albany, Cold Spring, and Elk River) and emphasized safety and basic information for consumers. Elk River offered instruction in the metric system, while Dassel-Cokato worked with women in such home management areas as home record-keeping, check-writing, and domestic budgeting techniques. Course costs were low (an average of $8 for four to twelve hours of instruction) and utilized paid instructors from the community. The Cold Spring class in electricity was held in the basement of the instructor's house, a retired electrician. As a rule, however, most were taught in the public school building.

It is encouraging to note the existence of consumer-related programs in these rural school districts, as they provide skills and knowledge which will help community residents become more effective in managing their resources.

6. Regional Associations

While a number of regional associations in the Public Affairs and Consumer Education sector exist, the majority offered no educational programs of the type reported in this study. Some, however, are involved in education for those involved in government as well as for the general public. The League of Minnesota Municipalities, for example, has as a part of its structure a training department which helps agencies in team-building skills and other workshops of interest. However, their activities are most often facilitated through the Department of Conferences at the University of Minnesota and, therefore, not in the scope of this report. The Association of Minnesota Counties provides a valuable service by publishing a biannual Training Manual listing the activities available to public employees, their data, location, and providers.

The 7W Regional Development Commission (RDC) in Sauk Rapids is one of a number of such agencies throughout Minnesota responsible for developing comprehensive regional plans and providing technical and planning assistance to area agencies, organizations and individuals. As part of its activities, the RDC sponsored 28 four-hour workshops and public meetings (the largest number in the Public Affairs and Consumer Education sector) on such topics as housing, new legislation, and the arts as well as general informational presentations concerning its own purposes and functions. Approximately 330 people attended these sessions which were facilitated for the most part by staff members of other state agencies. Funds were provided through state appropriations, local agencies, and Government Manpower (CETA).

Although many citizens in Stearns, Benton, Sherburne, and Wright Counties are wary of "regionalism", it is important that such agencies as the RDC expand their efforts in public education and involvement, working with local organizations to implement their goals. A great deal of knowledge and expertise is housed in the 7W RDC and could be disseminated to citizens through networks with which they are familiar. Of fundamental importance also is delivering presentations to residents; all 28 workshops studied in this report were held in St. Cloud.

F. Culture and the Arts

Although a number of organizations and groups were queried including the Stearns County Historical Society, the St. Cloud Library, the St. Cloud Community Arts Council, and the State Bi-Centennial Commission, no educational activities lasting a minimum of three hours were reported.

G. Basic Education

Of the public secondary schools systems queried, only three offer Adult Basic Education (A.B.E.) and High School Equivalency (G.E.D.) Programs (see Figure 10). It is surprising to learn of so few opportunities

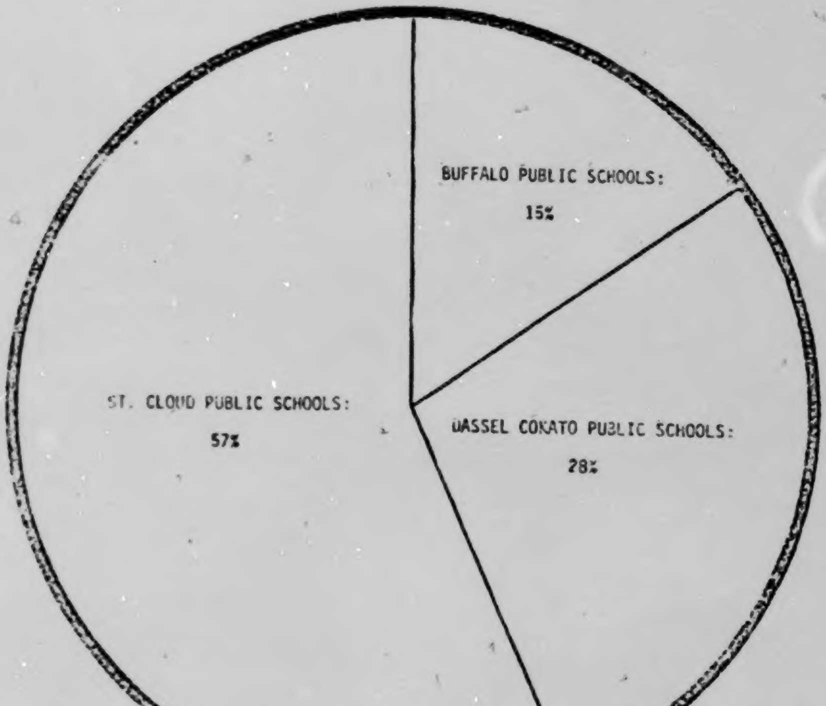


FIGURE 10

BASIC EDUCATION:
TOTAL OFFERINGS

for residents in the rural areas studied to receive help in achieving basic competencies in reading and mathematical skills, not to mention exposure to those involving general knowledge. In addition, rural residents must travel to those schools which offer A.B.E. and G.E.D. instruction, as no Laubach tutors seem to be available. In total, only 172 people participated in A.B.E. programs studied in this report; this is extremely low, given the depressed literacy rates in some of the communities in 7W. G.E.D. classes served 1,115 people in Cokato and St. Cloud, although a large number of these were young adults between the ages of 16 and 20 attending the Area Learning Center in St. Cloud (1,057 G.E.D. participants were counted at the Center). In addition, both A.B.E. and G.E.D. classes are made available to inmates at the St. Cloud Reformatory.

The Area Learning Center in St. Cloud offers promising possibilities for Basic Education for adults although its present efforts are with teenagers and young adults. The Area Learning Center, housed in a small separate facility of its own, operates with 35 staff members on a morning through evening schedule and is funded by the St. Cloud School District. Instruction is highly structured and on an individualized basis. A few older adults are enrolled in G.E.D. programs at the Center, attracted by the extended hours and personalized instruction. Area Learning Center staff express an interest in working with additional older adults and have arranged for special counseling personnel to help older students. It is hoped that the focus of the Area Learning Center will expand to include a greater emphasis on the unique needs of older adults in basic education programs.

The paucity of programs delivered to adults in rural areas who need basic education could be erased by concentrated efforts to alleviate the problem, including the use of Laubach tutors and the provision of on-site courses. In addition, other special approaches to A.B.E. and G.E.D. programs need to be designed which recognize the special needs and attitudes of adults who do not possess the learning credentials necessary for social approval and economic success.

H. Business, Industry

1. Overview

In order to gain an idea of the general role of business and industrial firms in in-service and consumer education, 94 randomly-selected companies in St. Cloud and Paynesville were studied.

Results of the completed research indicate a lower level of activity than might be expected, given the publicity afforded the educational programs of large firms. While willingness to participate in organized forms of public education exists among most companies studied, they have not in the past sponsored any programs of that nature. Many firms do encourage tours and visits by area schools, however. and some offer their services to local community education personnel. In general, business and industrial firms comprise a largely untapped sector of potential educational providers with interest, ideas, expertise, and varied resources for learning.

In-service education of the more structured and organized type of interest in this study is also sparse. Only three retail firms, all divisions of large national corporations, offer on-site employee training. Others, such as insurance agencies, do provide extensive training for agents but in locations outside the study region (such as the Twin Cities). With one exception, size of the business and the presence of a divisional network were directly related to the scope of in-service education.

Of the labor unions, trade associations, and professional organizations contacted, none sponsored educational activities in the scope of this report, although most hold regular meetings. Similarly, the OSHA Tech Unit in St. Paul sponsors no training activities apart from its direct service functions to individual firms or short presentations to interested groups.

Due to the current lack of information concerning the educational offerings of business and industry and the wealth of resources available within this sector, any study of nonformal education which does not include these providers will not afford a comprehensive view of the existing and potential learning networks in any given community.

2. Overview: Sampling Design for Business and Industrial Firms

Due to the time and staff constraints of the study design and the wealth of private business and manufacturing firms in Region 7W, it was decided to sample only the firms in two communities in Stearns County: St. Cloud and Paynesville.

In order to define the business sector of a given geographical location, the following designations from the 1973 County and City Data Book (U. S. Bureau of the Census) were used:

A. Manufacturing

B. Financial Institutions

C. Utilities

D. Insurance

E. Retail

Within the retail segment, the following sub-categories were designated:

1. Beauty and Barber Shops
2. Apparel
3. Food and Liquor
4. Building Materials
5. Medical Supplies
6. General Merchandise

For each of the large categories and for each of the sub-categories, a 20% random sample was taken using the Rand list of random numbers. In some instances, the sample exceeds 20% but in no instance is it less. The names of individual businesses were taken either from lists obtained from the community Chamber of Commerce or from listings in Directory of

Manufacturers - Minnesota as found in Stearns County, Minnesota Area Overall Economic Development Plan (made available through the Regional Development Commission in Sauk Rapids).

Paynesville

	No. of Firms	No. Sampled	% of Total Sampled
Manufacturing	6	2	33.3%
Financial Institutions	2	1	50 %
Insurance	3	1	33.3%
Public Utility	2	1	50 %
Retail			
Food & Liquor	8	2	25 %
General Merchandise	12	3	25 %
Apparel	8	2	25 %
Building Material	19	4	21 %
Beauty & Barber	7	2	28.5%

The firms in the Paynesville sample were:

Manufacturing

Associated Milk Producers, Inc.

Rancher Seed Company

Financial Institutions

First State Bank

Insurance

State Farm Insurance

Public Utility

Minnesota Natural Gas Company

Retail

- Food & Liquor
    - Regal House
    - Young's Bakery
- General Merchandise
    - Koronis Tire
    - John's Cat House
    - Paynesville Motor Transfer
- Apparel
    - Marine's Fabrics
    - Sawrey's Shoe Store
- Building Materials
    - Case Power and Equipment
    - Fullerton Lumber
    - Henderson Woodwork
    - Hanson Wood Products
- Beauty and Barber
    - Spaeth's Barber Shop
    - Burr's Barber Shop

St. Cloud

The survey of St. Cloud represented a more complex design. To achieve an accurate representation, it was necessary to divide the businesses into categories. Further, for the manufacturing category, an additional definition of each strata to be sampled was achieved based on the number of employees. To do this, the total number of manufacturing firms was ascertained to be 78, and the percentage to be sampled was held at 20%. Then, the total number of employees was determined (where ranges were given, such as "25-49" employees, the maximum number was used, i.e., 49) resulting in a grand total of 5239. The breakdown of the 78 firms was as follows:

No. of Firms	No. of Employees	Total
16	8	128
1	1,000	1,000
7	249	1,743
3	99	297
2	499	998
13	24	312
3	74	222
11	49	539
		5,239

(12 firms listed number of employees as "unknown")

Twenty percent of the total number of firms was rounded to 16. Sixteen strata were then developed with firms in each strata averaging 327.43 employees. One firm from each strata was randomly selected. The random sample in St. Cloud, thus, is as follows:

Sector	No. of Firms	No. Sampled	% of Total Sampled
Manufacturing	78	16	20.5%
Financial Institutions	3	1	33.3%
Insurance	46	10	21.7%
Public Utility	3	1	33.3%
Retail	230	48	20 %

Manufacturing

1, 2. Franklin

3. Fingerhut

4. Burlington Northern Railroad

5. Landy Packing
6. Granite Turning Works
7. Prescription Optical Supply
8. St. Cloud Dental Laboratory
9. Hoerner Waldorf Corporation
10. Armour and Company
11. Robel Beef Packers, Inc.
12. Weeres Industries, Inc.
13. Dairy Craft
14. Wirth Granite Company
15. Continental Press
16. Chas. A. Bernick, Inc.

Financial Institutions

First American National Bank

Insurance

Mutual Services Insurance

Travelers Insurance Company

Bankers Life and Casualty Insurance

Blue Cross--Blue Shield

Aid Insurance

Safeco Insurance

Fidelity Union Life Insurance

Graham Mutual Fire Insurance Company

Employees Insurance of Wausau

Knights of Columbus Insurance

Public Utility

Northern States Power

Retail

- Beauty and Barber Shops
    - Mono Rose
    - Lucille Heinen - St. Germain Hotel
    - Winks
    - J. C. Penney Beauty Shops
    - Mary Lou Hair-O-Scope
    - Gene's
    - Heinen's at Crossroads
    - Tra Claire
    - Hair Etcetera
- Building Materials
    - Cater and Odegard
    - Centennial Hardware
    - Gopher Lumber and Supply
    - Big Bear Stores
    - Thielman Hardware
- Apparel
    - Zayre
    - Vogue
    - Kinney Shoes
    - Woolworth - St. Germain
    - Herbergers
    - JoAnn Fabrics
    - Barkers
    - Herbergers for the Male
    - Woolworth - Crossroads
    - Sears

Food and Liquor

- Super Value
- Barberio Cheese
- Crossroads Liquor
- Red Owl
- Coborns

Medical Supplies

- Snyder Drug
- Osco Drug
- Bruning Pharmacy
- Marsh Drug

General Merchandise

- North Sea Imports
- Murphy's Music
- Security Stationers
- St. Cloud Hobby
- Four Winds Music
- Ed Champa Photo
- Hennens Furniture
- Marco Business Products
- Granite Book and Bible
- Granite City Pawn Shop
- Stereo I
- Minnesota Commercial Interiors
- Discount Floors
- St. Cloud Book Store
- Tetrasonics

It proved to be extremely important to work with the local Chambers of Commerce in both St. Cloud and Paynesville in order to receive valuable information and assistance as well as to obtain lists of registered businesses by comparably-defined categories. However, it should be cautioned that the use of such lists does not in any way insure comprehensive coverage, rendering mandatory the use of other resources, most notably the Yellow Pages of local telephone directories.

3. Paynesville

For a small community, a great deal of detailed information may be obtained through the cooperation of a single informed respondent such as the President of the local Chamber of Commerce. This person proved a valuable resource for the study of retail and manufacturing firms in Paynesville and helped the researchers gain a perspective on the educational activities of the entire community and the role of business firms within that context.

While no retailer or manufacturer offered educational activities within the scope of this study, some do provide learning opportunities. Among the six manufacturers, one makes tours and instruction on record-keeping available. Another conducts periodic classes for garage workers and owners, while a local service station conducts an automobile maintenance course for women. Cooking demonstrations and films are offered by a natural gas company, and a bank sponsored an estate planning seminar several years ago.

Much of what is done in Paynesville in terms of consumer education is a result of the involvement of service groups. For example, the cooperative efforts of the Jaycees, the Fire and Police Departments, and a local insurance agency produced mini-sessions in fire prevention and bicycle safety. Another joint venture was a baby-sitting clinic for community teenagers.

Many Paynesville residents also participate in the educational offerings of neighboring communities such as Willmar, some 30 miles away.

Research in Paynesville failed to produce any indication of educational activities of the type considered within the scope of this report, although opportunities for informal learning do exist. What is important, however, in ascertaining the learning networks in a small community such as this is to retain focus on the total array of educational providers and their cooperation. In Paynesville, the Jaycees emerge as the most common stimulus and facilitating agent for educational activities offered outside formal institutional frameworks. That role, while different from the function of similar groups in St. Cloud, may perhaps be representative for other smaller communities. Further research concerning educational facilitators in rural areas seems to be indicated, as perhaps service clubs are more influential and active in networking nonformal learning opportunities than are the community education services of many local school districts.

4. St. Cloud: Financial Institutions, Insurance Firms, Public Utilities

Because of the focus of these three types of businesses on consumer education, they will be discussed as a single group of educational providers. The firms selected for study were the most active in the business sector, and provided the only on-site in-service educational activities for managerial and technical staff, 25% of that for all clerical employees, and all of the opportunities for personal development for both employees and the general public within the "Business and Industry" sector.

Of the three financial institutions in St. Cloud, one firm, the First American National Bank, was selected in the random sample. This bank has an extensive record of educational activities for consumers (discussed in the "Public Affairs and Consumer Education" section of this report), sponsoring workshops on such topics as estate planning and independent retirement which were attended by 540 of its customers in 1974-75. In addition, 15 modularized training packets are made available to managerial and technical level employees.

Ten insurance firms (of a total of 46 in St. Cloud) were included in the random sample. Most of the firms studied make use of extensive training materials for their salespeople, although most sessions are held in the Twin Cities. However, one firm, the Knights of Columbus Insurance, reported monthly sessions in St. Cloud for salespeople, directed by the head agent. Further, individual insurance agents make themselves and their materials available to area educators and participate in numerous presentations concerning all aspects of insurance to community groups.

One public utilities firm of the three based in St. Cloud was sampled. Northern States Power Company (NSP) offers its employees the opportunity to take a range of mini-courses and is the only firm sampled among utility, financial, and insurance firms whose offerings include those for nonprofessional personnel. In addition to its own courses, NSP encourages employee participation in other formalized education, in some cases providing 80% tuition reimbursement. A home economist employed by the firm offers materials and programs to the public and is actively involved in working with other community agencies in delivering programs of general interest. NSP's educational resources are extensive and reflect its commitment to public service. Its activities in St. Cloud, however, are greatly aided by the organizational structure and staff expertise of its parent firm in Minneapolis.

The three firms in the random sample which provide educational activities of the type relevant to this study may be considered representativ of their counterparts in Region 7W. Two of the businesses, Knights of Columbus Insurance and NSP, are members of large regional organizations and, therefore, possess a greater array of educational resources and delivery mechanisms. The First American National Bank is an example of a local institution with a high degree of involvement in educational activities. All firms in this sector, however, may be expected to exhibit a relatively high degree of educational activity, if for no other reason than because of their rather specialized services for consumers and their professed roles as consultants in working toward a future which will bring a better life for individuals and for the community.

5. St. Cloud: Manufacturing Firms

Of the sixteen manufacturing firms sampled in St. Cloud, none offered educational activities that were in the scope of this study.

However, most do employ some means of education both for their employees and the public. Most in-service training in manufacturing firms is accomplished on the job; few formal group sessions are held as continuous training programs seem to be most commonly used. In addition, several firms reported tuition reimbursement plans for employees. In terms of public education, many manufacturers open their plants for tours and invite classes from area high schools, vocational-technical schools, and colleges to visit and discuss management techniques, and plant safety and design. Most manufacturers in St. Cloud participate in Business Education Day which encourages teachers of area schools to spend the day in their plants. The larger firms distribute informational films and printed materials made available to them by a consumer services division located in their national headquarters. Several manufacturers voiced commitment to public service and, while they have not initiated public education activities, seem most willing to donate their resources if so requested. Some firms interviewed, however, voiced their concern over the time and dollar constraints involved in consumer education.

6. St. Cloud: Retail Stores

Of 230 retail stores in St. Cloud, 48 were included in the random sample. Studied were 5 food and/or liquor stores (of 22), 10 apparel shops (of 49), 5 building materials firms (of 23), 9 beauty and barber shops (of 42), 4 medical supply stores (of 17), and 15 general merchandise firms (of 77).

Of the 48 firms, only three offered educational activities in 1974-75 which are in the scope of this report. All are divisions of large national corporations and offer training for their nonprofessional employees. In-service education for managerial staff takes place in the Twin Cities or other metropolitan areas and is sponsored by the corporation, rather than by the individual stores. In total, Sears Roebuck, Woolworth's and Zayre's involved employees in 19 training activities in 1974-75, all of them dealing with customer relations, store policy, and clerical procedures.

Generally, the retail firms studied recognize the need for consumer education and would be willing to offer their time and resources in such efforts. Many even have definite topics in mind. Some, such as a stereo shop, are already involved in individual customer education, and others, such as a liquor store, have offered group sessions in the past (the liquor store in question sponsored a wine-tasting demonstration). Both the hobby and music stores studied hold numerous classes at all levels for customers, and the owner of two beauty shops held a "make-up seminar" for female clients. Clearly, this is valuable but a largely untapped area of extensive resources and people with expertise are waiting to be included in more formalized consumer education activities.

In-service training among retail firms is largely informal and held on a day-to-day basis. With the exception of the three firms offering formalized in-service education, employees either are hired with experience or prior training or must learn the appropriate job skills in a day-to-day context. Many employees visited expressed the need for training in dealing with shoplifters and relating more effectively to customers, as well as receiving increased information about the merchandise they sell. It is interesting to note in this context that beauty and barber shop personnel do receive significant education concerning the personal care products they sell due to workshops sponsored by the beauty product firms which are regularly held in the Twin Cities.

It is clear from the research completed among retail firms that they represent an area willing to do consumer education, but sadly lacking in formalized in-service training. Employee turnover was cited several times as the reason for the lack of organized staff training, but perhaps one of the causes for termination of employment is attributable to feelings of inadequacy while on the job. It would seem that education has a significant role to play in these firms.

7. Public Secondary Schools

Through their respective Community Education Divisions and area schools, courses were offered in welding in response to the requests of men employed in area industrial firms. The classes were designed to give participants the necessary training they needed in their jobs but which was not made available by their employers.

Fifteen men enrolled in each of the two classes held in 1974-75, thus making the offerings of the two school districts numerically small but nonetheless significant in providing needed training for community residents employed in industry.

I. Religion, Morals, Ethics

It is unfortunate - and the author apologizes - that the timeline for this study permitted only a cursory look at religious organizations, the primary providers in this sector, in Region 7W. Some organized educational activity does occur, but it is generally at the individual parish and church level; little detail was available through the St. Cloud Ministerial Association or the St. Cloud Diocesan Office. In addition, St. John's University and the College of St. Benedict are working closely with a number of community groups and offering their resources which are significant and varied in program planning and delivery. This would be an interesting sector to study due to the influence of most of these organizations in rural communities, and it is hoped that future reports of this type will study the providers in the "Religion, Morals, and Ethics" sector more thoroughly.

J. Agriculture

Although the Vo-Ag program acts as an influential education agent in rural areas and was investigated by this researcher, it proved not to be within the scope of this study due to its financial and administrative links with vocational-technical schools. However, its structure which includes links with high school and adult community education programs, agriculture extension efforts, farm credit facilities, and community service activities encourages multi-faceted links with rural residents.

For similar reasons, the extensive efforts of the Agricultural Extension Service were also not in the scope of this report.

However, there does seem to exist a comprehensive network of learning resources for those people involved in agricultural careers. On-site visits and consultations, interest groups, and classes are among the many educative efforts undertaken through the offices of Vo-Ag and Ag Extension agents.

Time limitations prevented a thorough study of organizations such as the National Farmers Organization and the Grain Terminal Association, although their activities, if any, were not apparent.

VII. SECTORING ACCORDING TO TYPE OF EDUCATIONAL PROVIDER

VII. SECTORING ACCORDING TO TYPE OF EDUCATIONAL PROVIDER

A. Overview

In classifying nonformal educational providers into groups, 14 comprehensive categories emerge:

1. Non-profit Business Organizations
2. Businesses and Industries
3. Citizens Associations, Interest Groups
4. Fraternal Orders and Lodge Organizations
5. Government agencies (federal, state, county, local)
6. Labor Unions, Trade Associations, Professional Organizations
7. Libraries and Museums
8. Mass Media
9. Partisan Political Groups
10. Private Social Welfare Organizations and Service Clubs
11. Recreational, Athletic, Sports Organizations
12. Regional Associations and Commissions
13. Religious Organizations
14. Secondary Schools (public, private, special needs)

Figure 12 summarizes the relative magnitude of those educational offerings which were within the scope of this report offered by organizations in Region 7W. As is evident, nine types of educational providers were active in the nonformal educational sector and will be discussed in greater detail in this section.

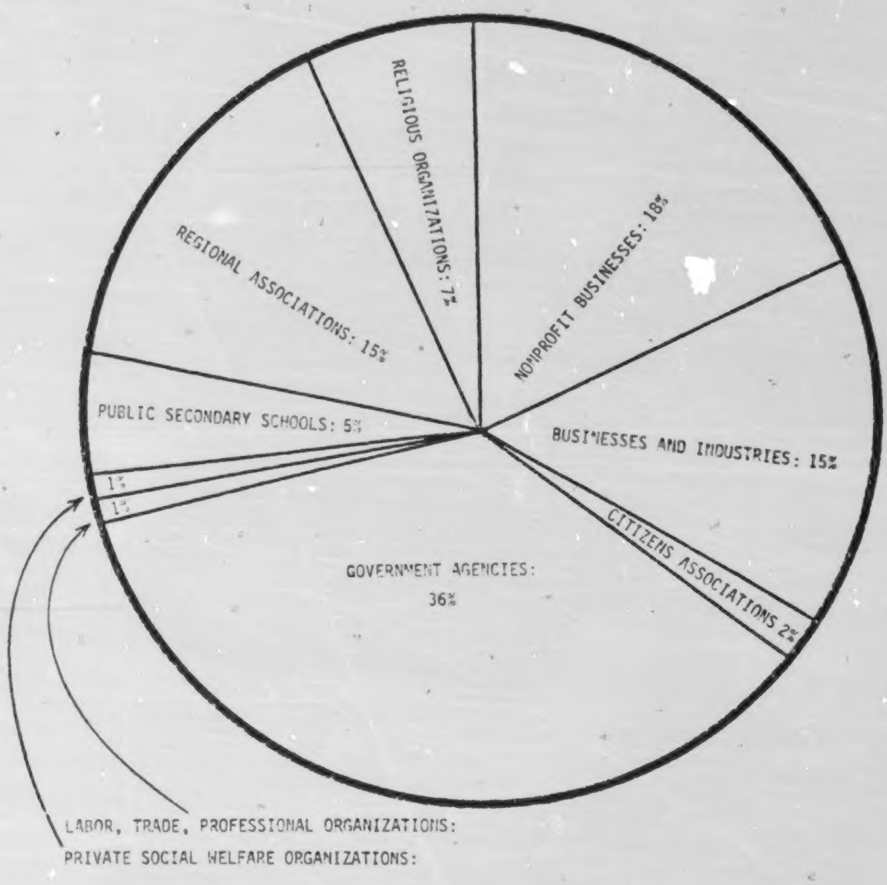
In 1974-75, of the over 23,231 people in Region 7W who were served in 460 different educational offerings lasting three hours or longer and of an occupational or intellectual nature, most:

1. Lived in or near St. Cloud and Buffalo
2. Were between the ages of 22 and 45
3. Were female (approximately 75%)
4. Possessed a high school diploma

FIGURE 12

TOTAL OFFERINGS BY ALL EDUCATIONAL PROVIDERS

TOTAL: 460 OFFERINGS



5. Had some post-secondary education or training
6. Belonged to the middle socio-economic group
7. Participated in classes or workshops taught in the traditional lecture-discussion manner in a public school building, hospital, government facility, or hotel.

The relative involvement of all participants in educational activities made available by the nine different types of providers is summarized in

FIGURE 13

TOTAL PARTICIPANTS ENROLLED
BY ALL EDUCATIONAL PROVIDERS

TOTAL: 23,231

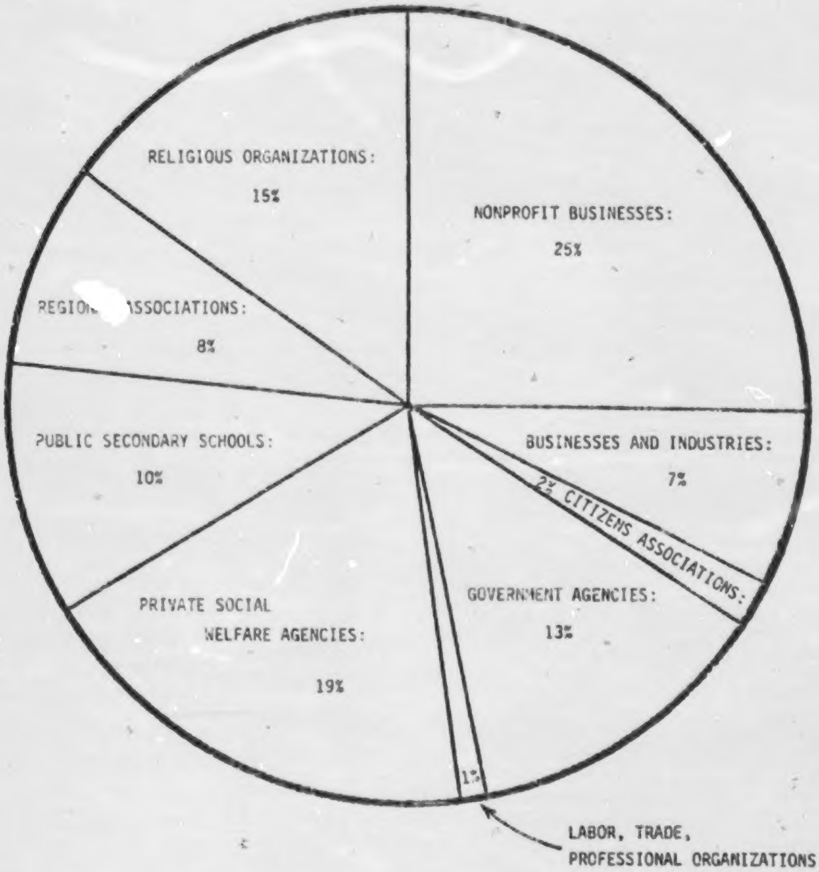


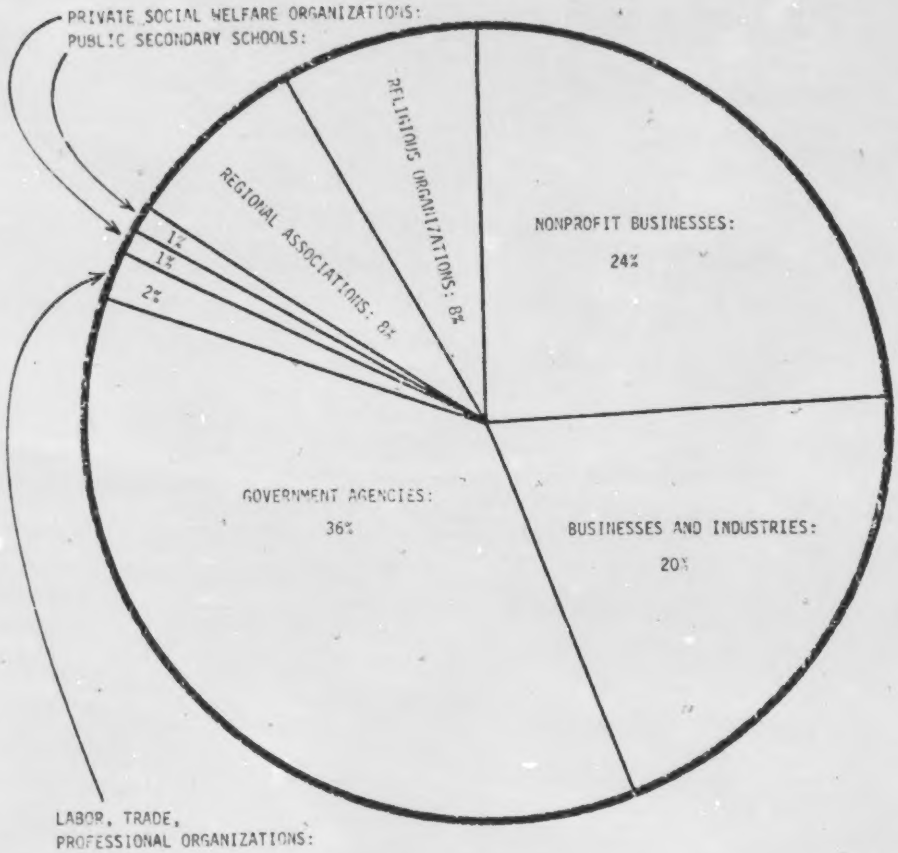
Figure 13. The educational offerings of nonprofit businesses, most of them health care facilities, attracted the greatest percentage (25%) of the total pool of 23,231 participants in 1974-75, followed by private social welfare agencies (19%), religious organizations (15%), and government agencies (13%).

Occupationally-related courses constituted 63% of all educational offerings and involved 53% of all participants. Figure 14 depicts the

FIGURE 14

OCCUPATIONAL TRAINING EXPERIENCES OFFERED BY ALL EDUCATIONAL PROVIDERS

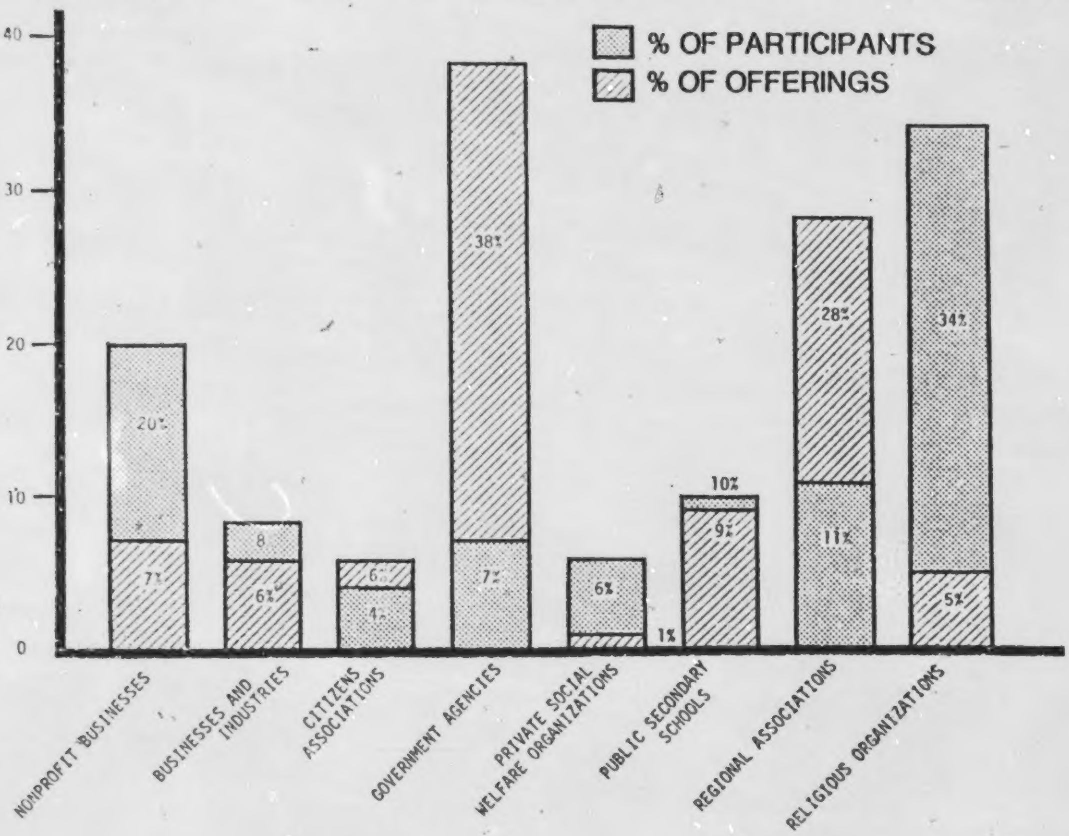
TOTAL: 292 EXPERIENCES



relative involvement of all educational providers in such activities. As is evident, government agencies offered the greatest percentage of occupational training experiences (36%), while the activities of nonprofit businesses and profit-making businesses and industrial firms were similar in magnitute. The relatively reduced role of other providers in many cases reflected their emphasis on serving needs other than those which are vocationally-related.

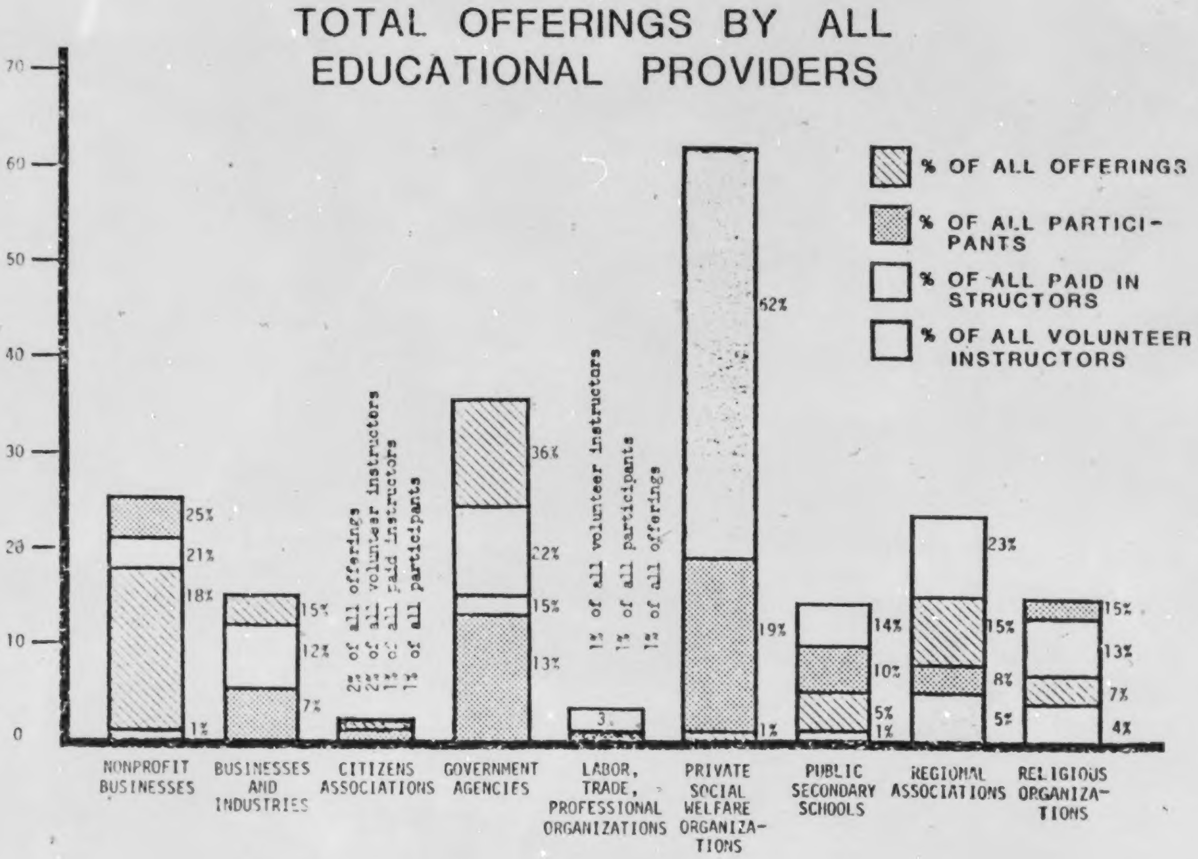
FIGURE 15

TOTAL PERSONAL DEVELOPMENT OFFERINGS BY ALL EDUCATIONAL PROVIDERS



Offerings in the Personal Development category present a different picture. As Figure 15 illustrates, the combined offerings of religious organizations and nonprofit business organizations (such as hospitals) attracted 54% of all participants. Conversely, although the combined educational activities of government agencies and regional associations were numerous (66% of the total), they involved only 18% of all participants. Intriguing questions emerge from a cursory study of the relative number of educational offerings as compared with the relative number of participants involved. A further study might be designed to

FIGURE 16



TOTAL OFFERINGS BY ALL EDUCATIONAL PROVIDERS

probe the reasons for such a phenomenon and could also include an analysis of where such imbalances occur.

Figure 16 offers a summary of the total offerings of all educational providers, total participants, and total number of paid and volunteer instructors (see Table 11 in the Appendix, page 217 for actual statistical comparisons). The drawing power of nonprofit businesses and private social welfare organizations is reflected in the high percentage of participants their educational activities attracted (25% and 19% respectively). Government agencies were characterized by a relatively large number of total offerings (36%) with a fairly low number of participants (13%), while the phenomenon was the reverse with other groups. Most providers employed a relatively high percentage of paid instructors and a low proportion of volunteer instructors. A striking exception is provided by private social welfare organizations (dominated by the American Red Cross) which involved 62% of all volunteer instructors in their educational offerings.

All educational providers studied for this report, regardless of the "fit" of their activities to the data-gathering guidelines, expressed their commitment both to providing and participating in high quality organized learning outside the structure of formal institutions. There exists communication and sharing among some of the larger providers, which also work with post-secondary schools when additional resources are needed for specific activities. It is this deliberate use of community resources by a few educational providers and their integration into formal, nonformal, and informal learning modes which seem to constitute a beginning effort in networking.

Of even greater significance, however, is the apparent lack of access accorded potential participants in rural communities. When the overwhelmingly similar client characteristics are considered, it becomes obvious that the needs of a large segment of the population are not being met. While an array of factors may contribute to this neglect, it seems crucial that the outreach efforts of nonformal educational providers be supplemented and extended in order to help assure all segments of the population an equal opportunity for lifelong learning.

B. Nonprofit Businesses

Of the nine nonprofit business organizations which comprise this group of educational providers, eight are hospitals or long-term care facilities. The ninth is a privately-owned family counseling and therapy agency. The predominance of health care organizations is reflected in the high precentage of educational offerings in the Health sector. (Figure 17) This division of educational providers accounted for 82 of the 448 course offerings in all areas in 1974-75, enrolling the greatest number of participants - some 5,845 (25% of the total). A unique characteristic of the educational activities of these providers is that the percent of enrollees is consistently greater than the percentage of courses offered. This phenomenon does not hold true for any other group of providers studied in this report.

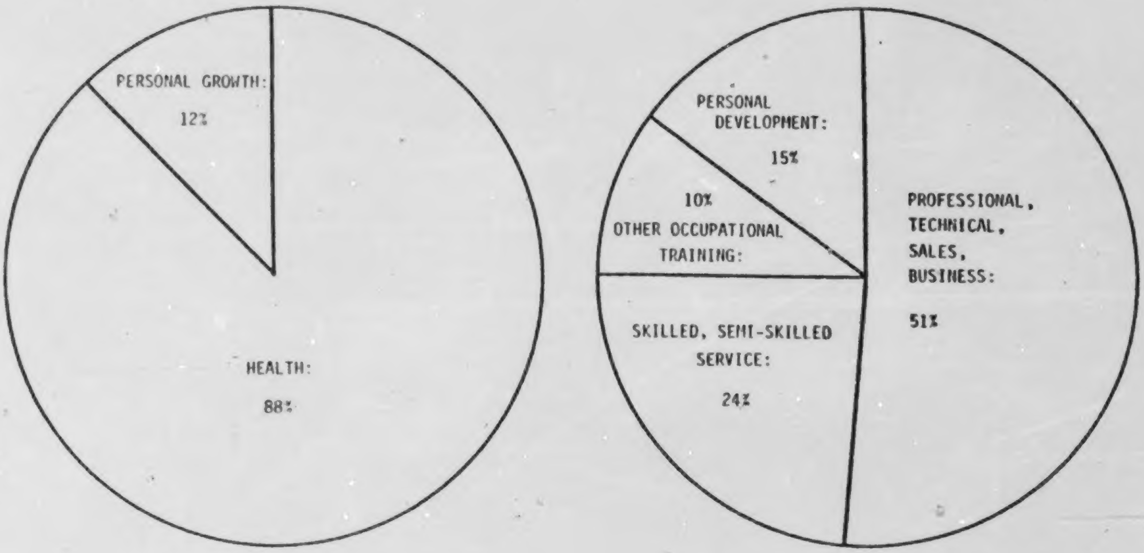
Nonprofit businesses reflect activity in all categories of education and training in the scope of the study (Figure 17). Educational offerings included a large number of those in occupational training (85% of the total), as might be expected, considering that in most of these organizationa are providers of health care. In 1974-75, nonprofit businesses sponsored 70 occupationally-oriented training experiences which were attended by over 3,890 adults (31% of the participants in all such courses). Educational experiences designed to promote personal development attracted 1,955 participants (20% of the total for all such courses). Efforts in the area of patient education accounted for much of this high attendance.

It is interesting to note that a large number of paid instructors were employed by nonprofit businesses for all types of courses, probably because of the specialized nature of the health topics presented.

FIGURE 17

OFFERINGS BY TYPE OF EDUCATIONAL PROVIDER

NONPROFIT BUSINESS: (TOTAL: 82 OFFERINGS)


TOTAL OFFERINGS BY CONTENT SECTOR

TOTAL OFFERINGS BY CATEGORY

The majority of educational offerings sponsored by nonprofit businesses were of no cost to participants in that funding was provided by patients' or residents' daily fees. The only exceptions were activities sponsored by the therapy-counseling firm in which students absorbed the total course costs (usually $25.00). Despite the use of experts and area specialists as instructors, class fees are nonexistent or low.

Several of the organizations have adopted innovative means for organizing and delivering course content and represent the only such efforts in this entire study. Two hospitals use videotapes extensively, with monitors throughout their facilities. Their continuing education units house production studios and equipment, professional libraries, and other presentation aids. Attempts are also underway to organize patient education materials into "packets" for independent use; many such mini-units incorporate audio-cassettes and filmstrips.

Although participants in Personal Development offerings represent a somewhat broader cross-section of the population than do those in most others, all education and training experiences are offered in one location only - the site of the particular business facility. This restricts the scope of the outreach efforts, although questions concerning effective utilization of resources are of primary consideration. In addition, the locus of responsibility to communities located beyond the immediate service area may not rest with nonprofit businesses, but rather with some form of consortium for sharing and networking.

As a group, the nonprofit businesses studied in Region 7W represent a highly significant group of educational providers, both in terms of occupational training as well as regards to public service.

C. Businesses and Industries

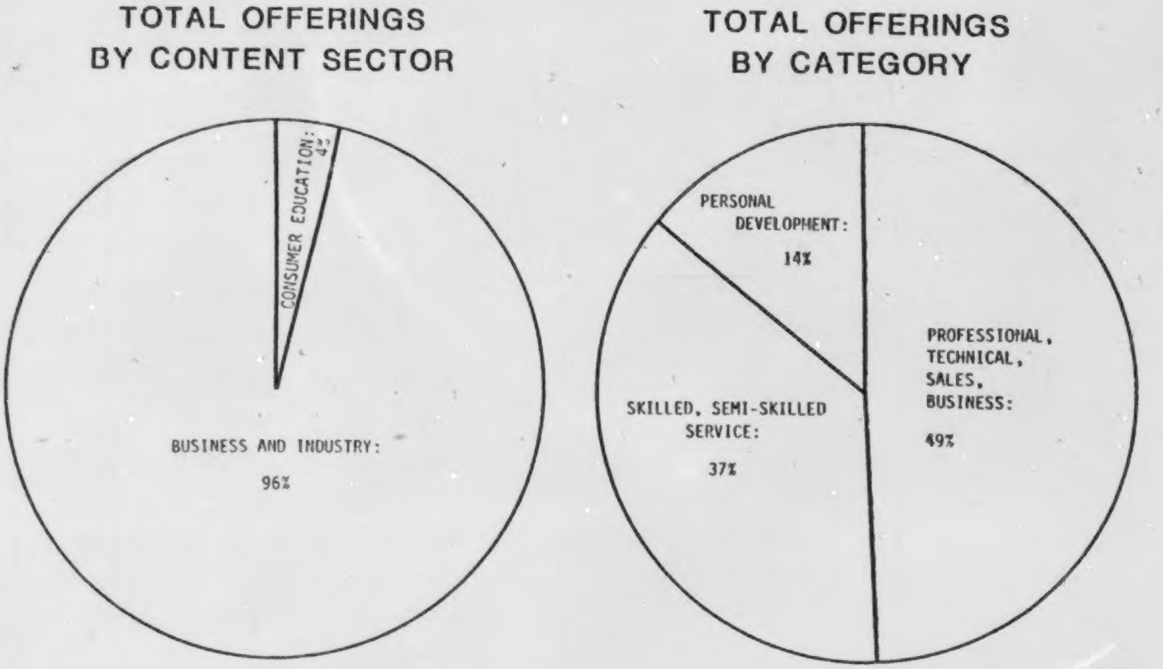
As has been discussed in detail in the "Business and Industry" sector (pages 129 through 144), the random sample of businesses and industries studied in Region 7W reflects a somewhat lesser degree of educational activity than might be expected. In terms of their rank among all educational providers, these firms represented 20% of the total occupationally-related offerings in 1974-75 and served 970 employees (8% of the total). This group enrolled 750 people (both employees and the general public) in ten different Personal Development courses (8% of the total). In total offerings, the above percentages remain fairly stable, businesses and

and industries offering 15% of all courses and enrolling 7% of all participants. In almost every instance, paid instructors were responsible for conducting classes and often reflected a low teacher/student ratio, although classes were offered at no charge and comprised part of the overall organizational budgets of the firms studied.

Figure 18 reflects the occupational orientation of the course offerings by businesses and industries. 86% of all educational experiences were vocationally related; 96% of them related directly to the subject matter of the Business and Industry content sector. Consumer education constituted a rather low 4% of all offerings.

FIGURE 18

BUSINESSES AND INDUSTRIES (TOTAL: 70 OFFERINGS)



TOTAL OFFERINGS BY CONTENT SECTOR

TOTAL OFFERINGS BY CATEGORY

D. Citizens Associations, Interest Groups

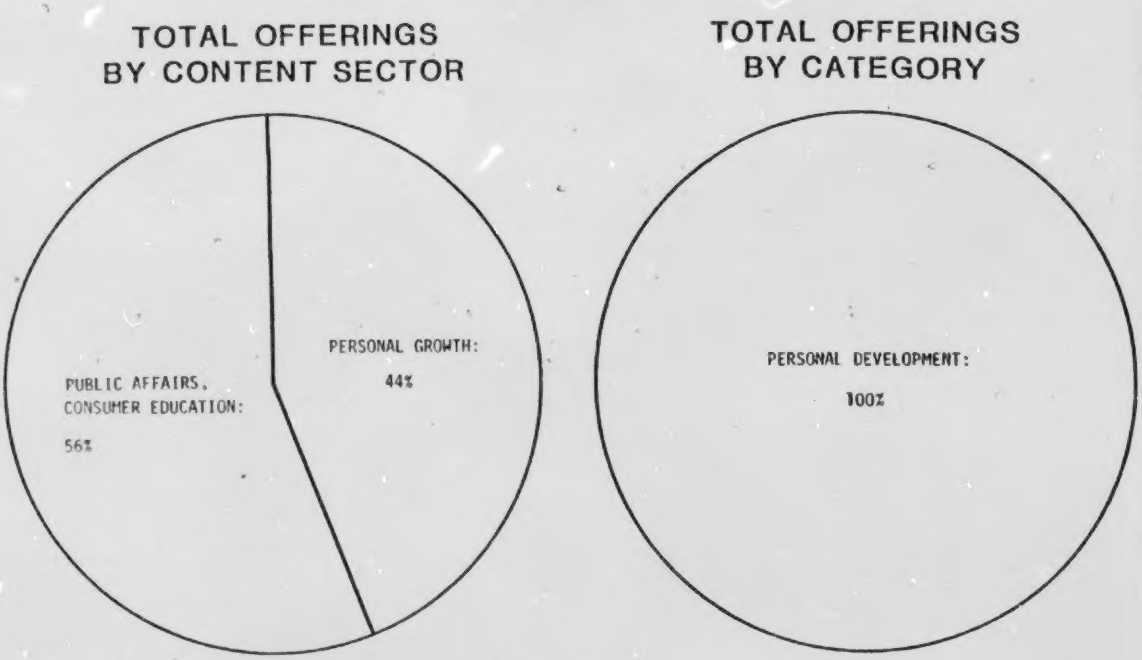
All three citizens associations studied in this report as well as numerous others have been discussed in detail in the "Public Affairs and Consumer Education" content sector (pages 117 through 127). In terms of the total scope of their activity, these organizations made use of many volunteer instructors in offering 6% of all courses in the Personal Development category which were attended by 355 persons (4% of the total). Course costs to students, if incurred, represented reimbursements for room rental or use of equipment only.

Figure 19 reflects the orientation of citizens associations and interest groups to the personal development of community members; indeed,

FIGURE 19

CITIZENS ASSOCIATION. INTEREST GROUPS

(TOTAL:9 OFFERINGS)



no occupationally-related educational activities were offered in 1974-75. In addition, all offerings were related to consumer or personal growth topics designed to improve or enhance the quality of life of the participants involved.

E. Government Agencies

In all categories studied, the activities of government agencies are significant. Although it would be conceptually interesting and important in a practical sense to subdivide public agencies according to their location in the general governmental structure (i.e., federal, state, county, local), there exists no clear differentiation of activity to perform such a grouping. Therefore, they will be discussed as a total like group of educational providers.

Perhaps the most striking phenomenon apparent from the data collected for this sector in Region 7W is the prevalence of educational offerings (36% of the total) as compared with the number of actual participants (13% of the total). This may indicate several things:

(1) Courses offered may appeal to only a small number of people.

(2) On-site in-service training opportunities may be numerous, although staff size may be small.

(3) The location for educational offerings may not be readily accessible to large number of people.

(4) Publicity for educational activities may not be effective.

(5) Only persons who must meet certain requirements (e.g., foster parents) attend courses offered.

(6) Satisfaction of past participants with classes may be low.

(7) Potential clientele for offerings may be limited.

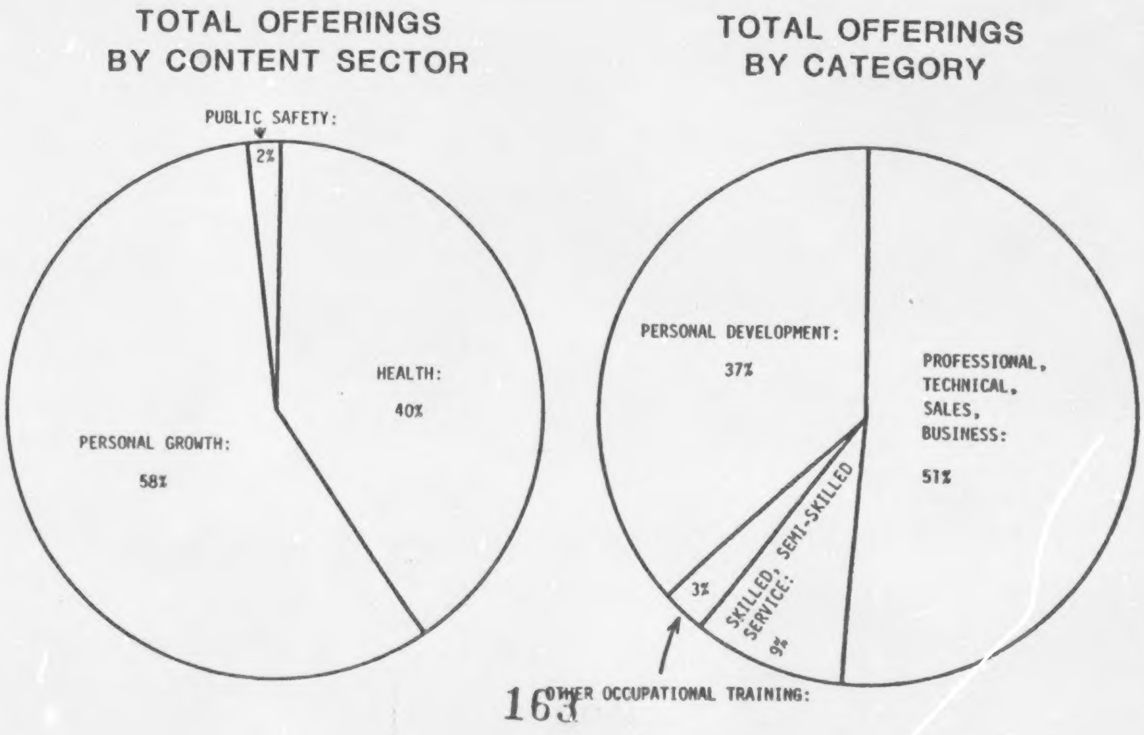
(8) Other forces may be at work which must be studied, including the availability of offerings in the Minneapolis/St. Paul area.

Government agencies make extensive use of paid instructors, many of whom are public employees from other departments or locations, with the exception of the large number of volunteers (25 of 46 total) used by Stearns County Social Service. Course fees to students generally cover only the cost of facilities used, as funds are provided through regular agency budgets.

Most of the 12 agencies studied provide in-service training to their own staffs and make other occupationally-related offerings available to the public. Fewer, however, are involved in sponsoring opportunities in the Personal Development Category. As Figure 20

FIGURE 20

GOVERNMENT AGENCIES (TOTAL:164 OFFERINGS)



illustrates, 63% of all activities were in occupationally-related areas. Further, most educational activities take place in the same communities in which the agencies are located: Buffalo, St. Cloud, Elk River, and Foley. Such limited outreach might constitute a future concern of agency staff and educational planners.

In terms of the content of educational activities in 1974-75, the predominance of Human Services offerings is reflected in Figure 20 in the high percentage of Health and Personal Growth topics (98% combined).

F. Labor Unions, Trade Associations, Professional Organizations

The two groups offering courses in the scope of this report are trade associations for health care providers and have been discussed in the "Health" sector (pages 70 through 95). The two organizations offered five courses classified as "Professional Occupational Training", which reflected 2% of the total offerings and 7% (230) of the 3,393 participants in that category.

Courses were financed by a combination of student fees and organizational dues or grants from other agencies.

G. Private Social Welfare Organizations

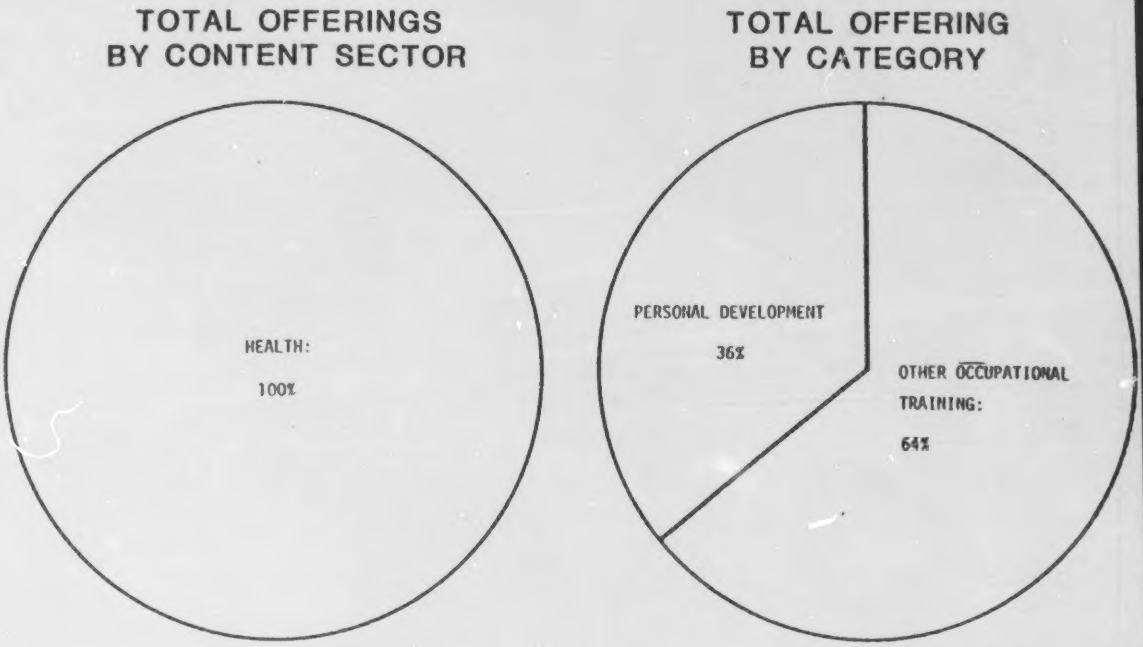
Although many private social welfare organizations exist (all discussed in the "Health" and "Personal Growth" sectors, pages 91 and 107, respectively), only three were determined to sponsor activities in the scope of this report.

The most striking attributes of such groups are the appeal of their courses to the public and the high rate of involvement of voluntary instructors. Although the total figures are distorted, due to the extensive nature of the activities of the American Red Cross, organizations

FIGURE 21

PRIVATE SOCIAL WELFARE ORGANIZATIONS, SERVICE CLUBS

(TOTAL: 8 OFFERINGS)



repeat the same pattern: limited offerings, large enrollments, and almost exclusive use of volunteer personnel. Due to this volunteerism, course costs in 1974-75 were nominal, usually covering the cost of room rental or textbooks and other learning materials. Figure 21 illustrates the majority of offerings related to occupational training (64%), and all can be classified as relating to the content area of Health.

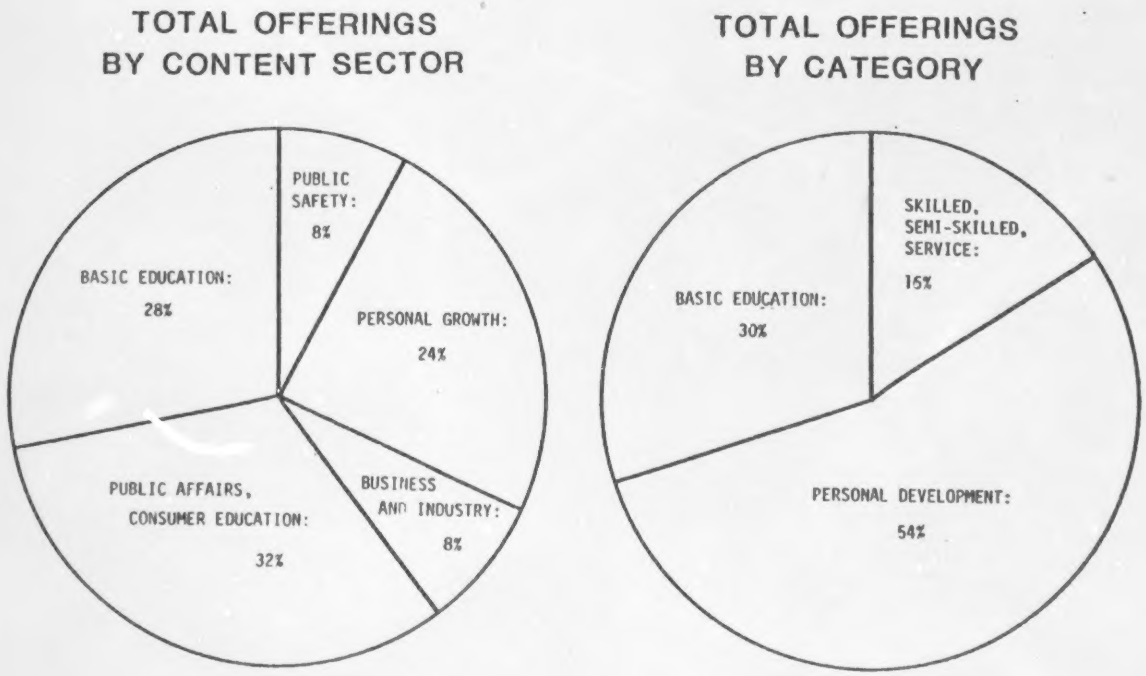
H. Public Secondary Schools

Of the total public school districts queried, only six reported educational activities during 1974-75 which were in the scope of this report, in that the focus of Community Education programs is on hobby-related and recreational courses. In addition, research indicated a paucity of courses in Basic Education (GED, ABE), only four school districts are involved in such efforts.

Four school districts offered skill training in occupationally-related areas (welding, fire training), while all six sponsored courses relating to the Personal Development category (foreign language, home management, effective parenting) which constituted 54% of all offerings. Most classes were characterized by low attendance, fees of $5.00 to $10.00, paid instructors, and location in a public school building.

FIGURE 22

PUBLIC SECONDARY SCHOOLS (TOTAL: 25 OFFERINGS)


TOTAL OFFERINGS BY CONTENT SECTOR

TOTAL OFFERINGS BY CATEGORY

Figure 22 illustrates the broadly-based involvement of public secondary schools in a number of content areas, most notably public affairs and consumer education.

I. Regional Associations

The four regional associations studied represent four fairly distinct areas of concern: health, mental health, community development, and regional planning and development. However, their educational activities bear a remarkably similar profile:

(1) They are offered in small numbers of communities - five at the most.

(2) A relatively high percentage of paid instructors are employed given the number of enrollees.

(3) Occupationally-related educational offerings are fairly limited when compared with those of other providers (8% of the total). Courses in the Personal Development category, however, comprise 28% of the total.

(4) Costs to enrollees are generally low, ranging from 0 to $6.00.

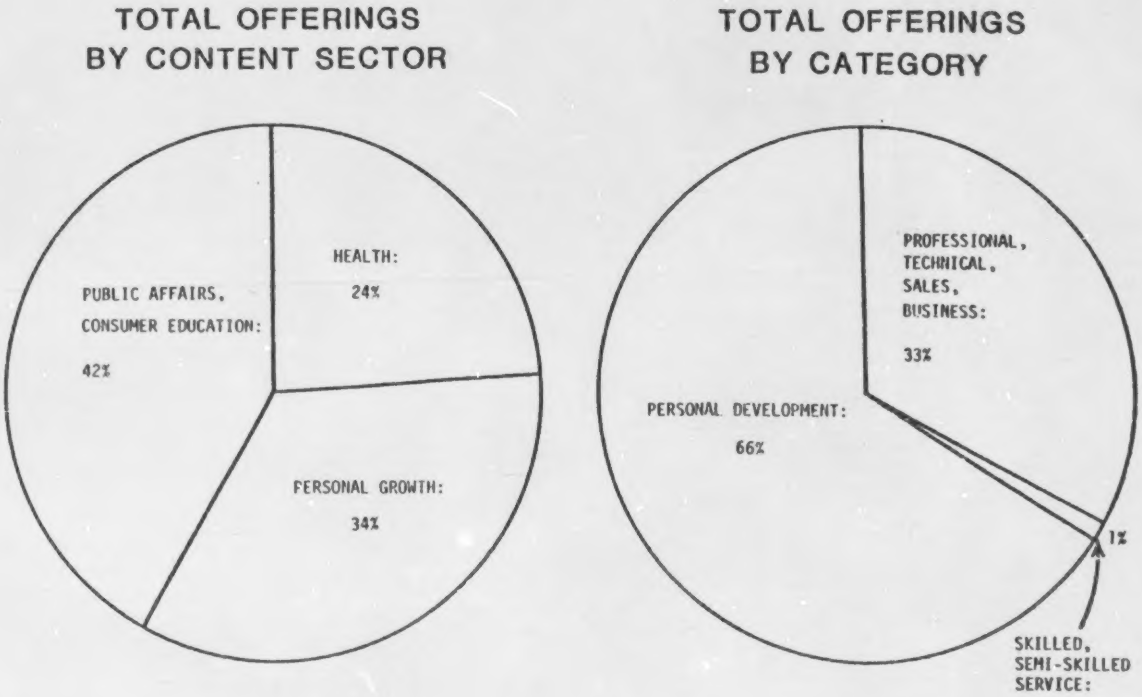
(5) On-site in-servicing activities for other professionals significantly outnumber those for the staff of the regional associations themselves.

(6) The characteristics of enrollees, with the exception of those in Tri-CAP programs, include moderate to high incomes, high school education plus some further training, and an age range of 23-50.

In terms of the content of educational offerings, a fairly balanced picture emerges. As Figure 23 illustrates, public affairs and consumer

FIGURE 23

REGIONAL ASSOCIATIONS (TOTAL: 67 OFFERINGS)



education concerns predominated in 1974-75 and resulted in relatively high percentage of offerings in the Personal Development category (66%). The Tri-County Community Action Program and the Regional Development Commission in St. Cloud were the primary providers of these types of learning experiences.

Offerings dealing with the Personal Growth content area represented 34% of the total, while topics in the Health sector constituted 24% (Figure 23). In these areas, the Health Education Consortium and the Community Mental Health Center in St. Cloud were the most frequent educational providers; the activities of both agencies were focused on in-service occupational training.

J. Religious Organizations

The religious organizations included in this report reflected the highest percentage of enrollee participation among all educational providers in the Personal Development category, with 3,288 of 9,584 people (34%) engaged in such courses in 1974-75. Also of interest is the high degree of involvement of volunteer personnel, reflecting 56% of the total for that category.

The role of the two religious organizations as one of nine groups of providers is less in terms of occupationally-related courses, although they still represent 8% of all offerings. However, the use of volunteer instructors is not as widespread due to the special nature of the in-service training provided for the staff of the Children's Home in St. Cloud.

Course costs to participants were nominal, if present at all, ranging from 0 to $10.00.

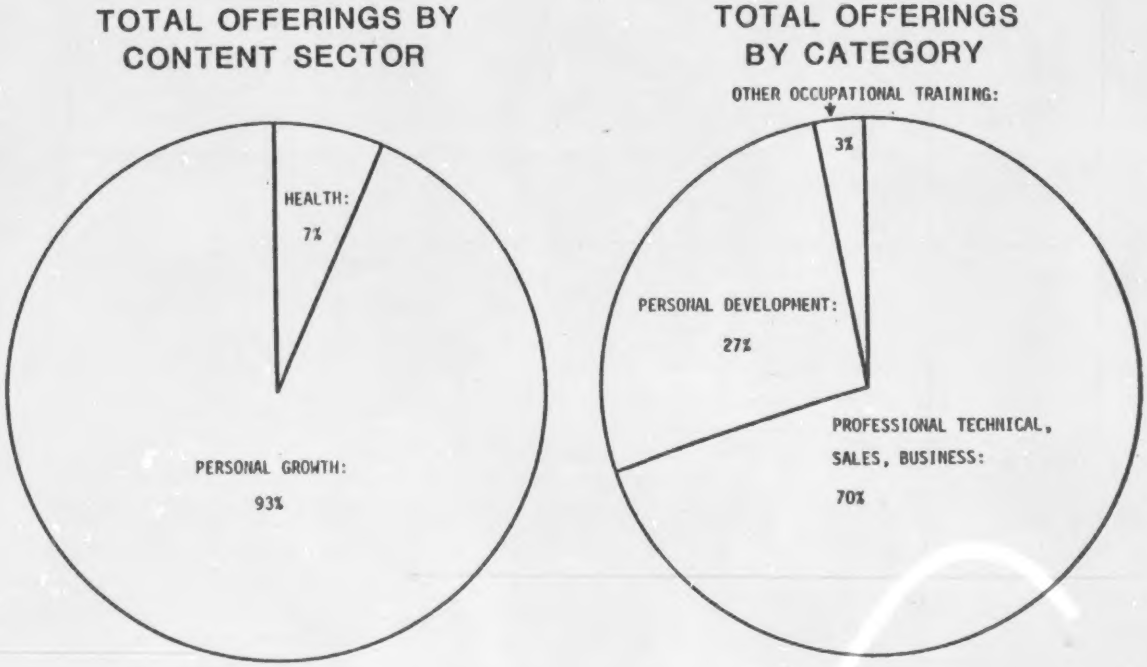
When religious organizations are studied as a single group and the orientation of their offerings studied, a somewhat surprising profile emerges. As Figure 24 depicts, a high percentage of occupationally-related educational experiences (73%) were offered in 1974-75, as compared with those aimed toward general personal development.

However, topics dealing with the Personal Growth content sector predominated. Therefore, it may be concluded that a majority of educational offerings in the scope of this report sponsored by religious organizations were designed for professionals working in the field of Human Services.

FIGURE 24

RELIGIOUS ORGANIZATIONS

(TOTAL: 30 OFFERINGS)



VIII. IMPLICATIONS OF STUDY FINDINGS

VIII. IMPLICATIONS OF STUDY FINDINGS

While this study was intended only to outline a previously undefined and undescribed universe of widely varied educational programs, their participants, and their providers, a number of striking similarities and themes did emerge:

1. Most program participants live in the vicinity of St. Cloud or Buffalo, are between the ages of 22 and 45, possess at least a high school diploma and often some formal post-secondary education, and belong to the middle-income socio-economic level or higher.

2. Living in a rural area constitutes a barrier to continuing education. Geographical, psychological, and socio-economic factors contribute to the problem of lack of access to learning opportunities.

3. A greater proportion of learning experiences are available in occupationally-related fields than in personal development and basic education areas.

4. More in-service training opportunities are available to those in professional or managerial positions than to those with other types of job responsibilities.

5. Learning opportunities provided in the nonformal sector studied are either free or of nominal cost (less than $10).

6. Instructional methods resemble those employed in the traditional formal post-secondary system. Lectures, group discussions, and workshops dominate in popularity of use.

7. Many educational activities offered in the nonformal sector last fewer than three hours and, therefore, were not included in the tabled data presented.

8. Many providers in the nonformal sector maintain mutual communication and planning relationships, particularly if their work is in the same general field.

9. Most providers make use of formal post-secondary institutions when the services they offer seem appropriate (such as for advertising, room arangements, and registration). In addition, the expertise of selected staff persons may also be solicited.

10. The Health sector offers the best example of the integration and articulation of formal, nonformal, and informal education. An exploration of the reasons for this phenomena might be an appropriate project for the future.

11. Most providers questioned reported a need for information and assistance relative to a more complete networking of all educational providers, staff training in instructional methods, decision-making concerning programs, and implementation of continuing education activities.

12. Most educational providers studied do not regularly record information relative to all of their learning activities or numbers of participants in that education is an integral and continuous part of their total operation. Therefore, most of the data collected represents a "best estimate figure."

13. St. Cloud serves as a magnet for educational opportunities, with few efforts radiating out of that nuclear area.

14. The Twin Cities represents another concentration of educational resources. Due to its proximity to the study region, many training experiences are held in the metropolitan area, rather than in 7W, particularly if the provider is Twin Cities based.

15. Most learning experiences take place in hospitals, hotels, and public school buildings.

Vexing questions arise when the first two generalizations, reflecting lack of access to educational opportunities, are considered. Advancing age, ruralness, low income, and lack of previous formal education are all positively correlated with low participation rates, although nonformal educational offerings attract a wider audience than do those in the formal sector. Specially-designed outreach programs delivered to people who need and desire them are of crucial necessity if equality of educational opportunity is a goal for Minnesota.

More important, however, is the need for the networking and articulation of all educational opportunities on a regional basis, with mechanisms for community input and access to information. Providers studied professed the need for increased knowledge of community needs and existing resources, while residents complained of the lack of complete one-stop information concerning the range of educational alternatives open to them. Some type of educational brokering service such as was discussed on pages 32 through 39 would seem to offer an appropriate solution to the needs of providers while serving the interests and needs of citizens.

In the past, the needs of formal educational institutions have served as the basis for planning and resource allocation. This report suggests that the needs of potential participants form a more appropriate basis for decision-making and policy formation. Research, both in this project as well as in others, has shown that a great deal of education occurs outside of formal educational institutions, particularly at the post-secondary level and that a wealth of learning resources--formal, nonformal, and informal--exist in every community. Capitalizing on regional strengths and assets is a crucial part of planning and implementing educational programs and could serve to pool existing learning resources and develop others.

If the basis for educational decision-making is to be changed, numerous policy questions must be addressed, including:

1. What is the appropriate role of government in linking educational resources?
2. If networking is a goal, how may it be accomplished without asserting unnecessary control over educational providers in the nonformal sector?
3. What are the financial and funding implications of identifying-linking formal and nonformal educational resources?
4. How will networking affect formal post-secondary institutions?
5. Should target groups of those potential learners most needing educational services be given priority in any linking activities? (E. g., low income, unemployed, ethnic minorities, women, non high-school diploma or G.E.D. persons.)

Comprehensive educational planning which helps integrate all learning resources and make them both available and meaningful to potential learners of all ages no longer needs to remain a goal for the distant future. The increasing need for recurring education is obvious. That people desire to learn is a fact of human development. That now a greater variety of learning resources and delivery mechanisms exist than ever before is a reality. To fail to integrate these phenomena into a systematic framework for education would constitute a disservice to the most valuable asset of all--Minnesotans.

IX. PRACTICAL SUGGESTIONS FOR FUTURE STUDIES

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Because a study such as this involves charting unexplored territory, the investigator would like to propose several strategies for those who wish to do similar work in the future:

1. A regionally-based study seems to afford the most useful information, in that networks and linkages become more apparent than they would in a study of a smaller scope.
2. Close working relationships with key community personnel are essential, in that they provide valuable assistance, information, and validation.
    a. Chamber of Commerce personnel make available lists of business and manufacturing firms, community organizations, and other general information.
    b. Regional Development Commission staff can provide material concerning community characteristics.
    c. Librarians offer assistance in identifying volunteer and direct service organizations.
    d. In smaller towns, the Community Education Directors of public high schools are often cognizant of local educational efforts.
    e. Clergy are most often aware of many of the activities of their parishioners and also what constitute future needs.
    f. Local residents who are active in the community are invaluable resources.
    g. The extension and community service or continuing education divisions in colleges, universities, and vocational schools are aware of many local educational providers.
    h. Other knowledgeable persons may be located by simply asking everyone interviewed other sources of educational activity.

3. Linking agencies already exist in many regions. For example, the Area Health Education Consortium in St. Cloud serves to link practitioners and educators in the health field, and was a source of much valuable information.

4. Since many providers in the nonformal educational sector are not familiar with educational terms, care must be taken in introducing the project and collecting data. The questionnaire must be administered orally, with a knowledgeable and trained interviewer helping to explain, clarify, and translate responses.

5. It is important that as many potential providers as possible be contacted. Initial screening and completion of the first two sections of the questionnaire are accomplished most effectively by telephone. Data collection for in-scope activities, however, should take place in a personal interview. (The length of such interviews ranged from 30-60 minutes in this study.)

6. Care needs to be taken to locate the most knowledgeable contact person within an organization; this may or may not be its director.

7. While state agencies in St. Paul should be contacted, most have little knowledge of what education and training occurs in their other locations. However, this needs to be verified.

8. The telephone directory--both the white as well as the yellow pages--is a primary resource.

9. Project goals should be clearly defined in terms of intended scope. This effort, for example, was aimed at achieving a general notion of nonformal educational providers and networkers. Therefore, sampling techniques were employed. Other studies may be aimed at as complete a data collection as possible.

10. If project personnel wish to organize their findings according to the nature of the educational offerings, a somewhat revised questionnaire should be designed. However, researchers in this pilot study were able to perform such a sectoring by taking care to complete the current questionnaire in sufficient detail.

11. Such details as methods of instruction, class sites, and learner characteristics provide a more complete picture of the nature of the educational offerings and those participating in them. It is suggested that they be retained.

X. APPENDIX

APPENDIX A

QUESTIONNAIRE: SURVEY OF NONFORMAL EDUCATIONAL RESOURCES

QUESTIONNAIRE

Survey of Non-Formal Educational Resources

Minnesota State Planning Agency

SECTION A - ORGANIZATIONAL CHARACTERISTICS

1. Name of organization ______________________________

2. Address ______________________________

____

Name of person completing form (Please print)

______________________________ Title ______________________

Telephone number ____________________

3. Is your organization a branch or affiliate of a larger organization?

_____ No. This is a local organization and not affiliated with a larger organization. Check one of the following:

_____ one location only

_____ two or more separate locations in this area. List names and addresses of other locations.

____

____

_____ Yes. This is a branch of a ___ State, ___ Regional, or ___ National organization.

Name and address of headquarters of parent organization:

____

____

Your response to the remainder of the questionnaire should include only adult education activities which are administered from your location (some of these activities may be carried out in facilities other than those at your location, e.g., in a public library, a rented hall, etc.)

4. Please check the category below which best describes your organization or your branch if you are a part of a larger organization. (If necessary, you may check more than one category if you feel that you cannot reasonably describe your organization with only one.)

______ 1. Agency of county government
______ 2. Agency of federal government
______ 3. Agency of local government
______ 4. Agency of state government
______ 5. Citizens association or interest group (senior citizens organization, environmental group, women's organization, etc.)
______ 6. Fraternal, lodge organization or order
______ 7. Hobby club; recreational, athletic or sports organization
______ 8. Labor union, trade association, professional organization
______ 9. Library, museum, performing arts center
______ 10. Mass media
______ 11. Nonprofit business organization
______ 12. Partisan political group
______ 13. Private secondary school
______ 14. Private social welfare organization or service group (Red Cross, YWCA, charitable home, etc.)
______ 15. Profit-making business organization
______ 16. Proprietary school
______ 17. Public secondary school
______ 18. Regional association or commission
______ 19. Religious organization
______ 20. Special needs school

5. Is your organization a:

______ profit-making organization

______ nonprofit-making organization

6. In order that we may achieve a better general understanding of your organization, please describe its general characteristics including purpose, structure, general nature of any educational or training activities for staff and the general public, and sources of funding.

7. Please describe any formal or informal working relationships your agency has with others involved in adult education and training in this community.

SECTION B - ADULT EDUCATION ACTIVITIES

In order not to overlap with other studies of adult education, only certain educational activities are considered to be within the scope of this project. In this section we define which activities these are. Please read this section very carefully to determine which of your educational activities are to be included in responding to the remainder of the questionnaire.

Please include only those educational activities which meet ALL THREE of the following requirements:

In-Scope

1. Educational activities primarily directed toward adults or out-of-school youth, that is, toward the age group who are beyond compulsory school age in your area.
2. The main purpose of these activities is the development of skills, knowledge, information, habits, or attitudes which lead to: (1) occupational or career advancement; (2) individual personal development of an intellectual or interpersonal nature; (3) both.
3. The activities involve stated goals and some form of organized instruction as concerns a single topic, although there is no restriction on the particular instructional method used.

* *

Do not include any of the following activities:

Out-of-Scope

1. High school or college courses for academic credit (Continuing Education Units are considered in-scope if academic credit is not offered in the same course).
2. Organizational activities, such as membership meetings or fellowship meetings, even though the meeting includes a program with a speaker, a panel, etc.
3. Worship services or church meetings held primarily for fellowship or worship purposes.
4. Social and recreational activities such as hobbies, arts and crafts, sports, etc.

If you have ANY activities which meet ALL of the three In-Scope requirements above the dotted line and are not described by any of the statements below the dotted line, continue with the questionnaire.

If you have no educational activities which meet all three In-Scope requirements check here ______ and return the questionnaire to the interviewer.

For the remainder of the questionnaire, please limit your responses to the educational activities which meet all three In-Scope requirements. Do not include figures for any activities described by the statements below the dotted line.

SECTION C - NATURE AND EXTENT OF IN-SCOPE EDUCATIONAL ACTIVITIES

In the following questions, we request several kinds of information to be given for different types of adult educational activities. We have used separate categories for adult educational activities plus a total. If you are unable to break your data down into the general categories, we would appreciate your providing us with data for the total, only. If you are not able to provide exact figures, we would be grateful if you would give us your best estimate, marking it with an asterisk (*).

The categories are:

BASIC EDUCATION:	Adult Basic Education (reading, writing, arithmetic) High School Equivalency, GED.
OCCUPATIONAL TRAINING:	Professional, technical, sales, business Skilled, semi-skilled, service Agriculture, forestry, fish, game Other occupational training
PERSONAL DEVELOPMENT:	Health (such as patient education, nutrition) Personal Growth (such as communications skills training, effective parenting, assertiveness training) Public Affairs and Consumer Education (such as home management, voter education, retirement planning) Intellectual Development (such as general education in the arts, modern languages, social sciences, natural sciences, philosophy)
MISCELLANEOUS:	All other courses which fit In-Scope requirements
TOTAL:	Total of all courses which fit In-Scope requirements

REMEMBER: High school or college courses for academic credit are not to be included.

DEFINITION OF "COURSE"

In determining the number of courses, count each organized curriculum or related learning experience presented on a regular or systematic basis as a single course. For example, Beginning French is a single course even though you may have two or three sections. A program on drug education would be a single course, even though it may be repeated many times. If, however, programs cover different topics or have different learning goals (e.g., a program designed for physicians and another program designed for laymen), they should then be counted as separate courses.

For purposes of this survey, only those courses of three hours or more total instruction should be counted.

DEFINITION OF "PAID INSTRUCTOR"

Includes those persons whose regular career responsibilities include training and public education (e.g., public employees).

8. NUMBER AND TYPES OF COURSES

Please enter the appropriate information for the fiscal year 1974-75 (in the space provided). If the data represents an estimate, please indicate with an asterisk (*).

	A	B	C	D	E	F	G	H	
	Number of courses (three or more in length)	Average total hours per course	Total no. of adult registrations	Total no. of adults completing courses of this type	Average cost to student per course	Total no. of communities in which courses were offered	Total no. of paid instructors involved	Total no. of volunteer instructors involved	
GENERAL EDUCATION (non-credit) Total									
Adult Basic Education									
High School Equivalence									
OCCUPATIONAL TRAINING Total									
Professional, technical, sales, business									
Skilled, semi-skilled, service.									
Agriculture, forestry, fish, game									
Other occupational training									
PERSONAL DEVELOPMENT Total									
MISCELLANEOUS (all others) Total									
TOTAL (ALL COURSES)									

9. LOCATION OF COURSES

For each category below, list the communities in which courses were offered, in order of frequency (the first would represent the location of the majority of courses, and the last would reflect the community where courses were least frequently offered).	NAMES OF COMMUNITIES IN WHICH COURSES WERE OFFERED, LISTED IN ORDER OF FREQUENCY	TOTAL NUMBER OF COMMUNITIES IN WHICH COURSES WERE OFFERED
GENERAL EDUCATION		
OCCUPATIONAL TRAINING		
PERSONAL DEVELOPMENT		
MISCELLANEOUS (ALL OTHERS)		
TOTAL (ALL COURSES)		

10. FACILITIES USED	A	B	C	D	E	F	G	H	I
Check the type of physical facilities you use in conducting your educational activities. Mark with an asterisk (*) those most commonly used.	Public/private schools or colleges	Libraries or museums	Federal, state or local government facilities	Churches, synagogues, or other religious facilities	Private homes	Private social welfare agency facilities (not named in Col. C)	Private business facility	Union hall, fraternal organization facility, other association buildings	Other (specify)
GENERAL EDUCATION									
OCCUPATIONAL TRAINING									
PERSONAL DEVELOPMENT									
MISCELLANEOUS (ALL OTHERS)									
TOTAL (ALL COURSES)									

11. FORMATS FOR LEARNING

1. Mark with a "1" the most common instructional technique used for each course category.

2. Mark with a "2" the second most common instructional technique used for each course category.

	A Correspondence courses	B Individualized instruction, programmed learning	C Internship, apprenticeship	D Tutorial, directed study	E Counseling	F Classes, seminars, group discussions	G Workshops clinics, institutes	H Film series	I Educational television, radio
GENERAL EDUCATION									
OCCUPATIONAL TRAINING									
PERSONAL DEVELOPMENT									
MISCELLANEOUS (ALL OTHERS)									
TOTAL (ALL COURSES)									

FORMATS FOR LEARNING - 2 -

	J Demonstration	K Action projects	L Other (specify)
GENERAL EDUCATION			
OCCUPATIONAL TRAINING			
PERSONAL DEVELOPMENT			
MISCELLANEOUS (ALL OTHERS)			
TOTAL (ALL COURSES)			

12. CLIENT CHARACTERISTICS

Indicate the percent of clients appropriate to each sex and age category for each course type.	A Male	B Female	C 16-22 years	D 23-55 years	E 56 years and older
GENERAL EDUCATION					
OCCUPATIONAL TRAINING					
PERSONAL DEVELOPMENT					
MISCELLANEOUS (ALL OTHERS)					
TOTAL (ALL COURSES)					

14. CLIENT CHARACTERISTICS: (Course Category)

Purposes for Attendance

Place of Residence

General Educational Characteristics

Occupational, Income Characteristics

Other Comments

14. CLIENT CHARACTERISTICS: (Course Category)

Purposes for Attendance

Place of Residence

General Educational Characteristics

Occupational, Income Characteristics

Other Comments

SECTION D - STAFF AND OPERATIONS

15. In the appropriate boxes, please provide the number of instructors of the various adult education activities reported in question 8 conducted by this organization during the fiscal year 1974-75. Include all instructors even though they may no longer be on the staff at this time.

		Paid Employee	Volunteer
Persons working full-time (more than 30 hours per week) in this organization.	whose main activity is teaching and/or organizing courses in this organization		
	who teach and/or organize part-time in addition to other activities in this organization		
Persons working part-time in this organization	who are regularly employed as a teacher in a school or college		
	who are regularly employed in a non-teaching position		
	who have no other regular employment (homemaker, retired person, etc.)		
	Other. Specify ____________ ____________		

16. SOURCES OF REVENUE

1. Enter the proportion of funds your agency receives for each course category in the appropriate column.
2. In the space provided at the bottom of the column, identify the specific funding source (Title One, etc.)

	A Student fees	B Membership dues	C Federal, state funds	D Public school funds	E Foundation grants, special contracts (specify)	F Private social service agency funds, community funds, private contributions	G Other (Specify)
GENERAL EDUCATION							
OCCUPATIONAL TRAINING							
PERSONAL DEVELOPMENT							
MISCELLANEOUS (ALL OTHERS)							
TOTAL (ALL COURSES)							

NOTES / COMMENTS

APPENDIX B

SUPPORTING MATERIALS FOR PROFILE OF REGION 7W

TABLE 1

RADIO STATIONS SERVING REGION 7W

Call Letters	Location	Broadcasting Radius	Frequency
AM Stations			
Benton County			
WJON	St. Cloud	60 miles	1240
WVAL	Sauk Rapids	70 miles	800
Sherburne County			
WKFM	Princeton	65 miles	1300
Stearns County			
KASM	Albany	90 miles	1150
KFAM (KCLD, 1976)	St. Cloud	25 miles	1450
Wright County			
KRWC	Buffalo	40 miles	1360
FM Stations			
Benton County			
WWJO-FM	St. Cloud	90 miles	98.1
Stearns County			
KFAM-FM (KCLD, 1976)	St. Cloud	75 miles	104.7
KSJR-FM	Collegeville	60 miles	90.1
KVSC-FM	St. Cloud	10 miles	88.5

Source: Broadcast Yearbook - 1975

TABLE 2

NEWSPAPERS PUBLISHED IN REGION 7W

NAME	CIRCULATION	NO. OF TIMES PUBLISHED
BENTON COUNTY		
Benton County News, Foley	2,366	Weekly
Sauk Rapids Herald, Sauk Rapids	1,220	Weekly
SHERBURNE COUNTY		
Sherburne County, Star News-Elk River	3,064	Weekly
STEARNS COUNTY		
Stearns-Morrison Enterprise, Albany	3,761	Weekly
The Observer, Belgrade	907	Weekly
Bonanza Valley Voice, Brooten	770	Weekly
Record, Cold Spring	1,440	Weekly
Tri-County News, Kimball	1,158	Weekly
Beacon, Melrose	2,913	Weekly
The Paynesville Press, Paynesville	2,542	Weekly
Times, St. Cloud	29,473	Daily
Herald, Sauk Centre	2,894	Weekly
WRIGHT COUNTY		
The Annandale Advocate, Annandale	2,170	Weekly
Wright County Journal-Press, Buffalo	6,493	Weekly
The Cokato Enterprise, Cokato	1,825	Weekly
Delano Eagle, Delano	1,490	Weekly
Herald, Howard Lake	1,595	Weekly
Maple Lake Messenger, Maple Lake	1,303	Weekly
Monticello Times, Monticello	2,560	Weekly

Source: Minnesota State Planning Agency - January, 1975

TABLE 3

NUMBER OF ELEMENTARY AND SECONDARY SCHOOLS AND ENROLLMENT

IDENTIFICATION	NUMBER OF SCHOOLS ELEMENTARY	NUMBER OF SCHOOLS SECONDARY	ENROLLMENT ELEMENTARY	ENROLLMENT SECONDARY
Total Schools				
REGION	81	38	26,992	26,038
BENTON COUNTY	6	3	2,512	2,219
SHERBURNE COUNTY	8	4	2,761	2,565
STEARNS COUNTY	50	22	15,156	15,371
WRIGHT COUNTY	17	9	6,563	5,883
Public Schools				
BENTON COUNTY	3	3	1,920	2,219
SHERBURNE COUNTY	6	4	2,609	2,565
STEARNS COUNTY	30	17	10,765	13,955
WRIGHT COUNTY	11	9	5,520	5,883
Private Schools				
BENTON COUNTY	3		592	
SHERBURNE COUNTY	2		152	
STEARNS COUNTY	20	5	4,421	1,416
WRIGHT COUNTY	6		1,043	

SOURCE: MINNESOTA EDUCATION DIRECTORY 1974-75

TABLE 4

LIBRARIES IN REGION 7W

Great River Regional Library

- *St. Cloud
- Foley
- Elk River
- Monticello
- Annandale
- Buffalo
- Howard Lake
- Delano
- Kimball
- Cold Spring
- Waite Park
- Richmond
- Albany
- Melrose
- Belgrade

*headquarters

Paynesville Public Library
Sauk Centre Public Library

Colleges

- Alcuin Library - St. John's University
- Centennial Hall - St. Cloud State
- College of St. Benedict

There are also libraries in all elementary and secondary schools in the region.

SOURCE: Library Directory published by Library Directory Association 1974.

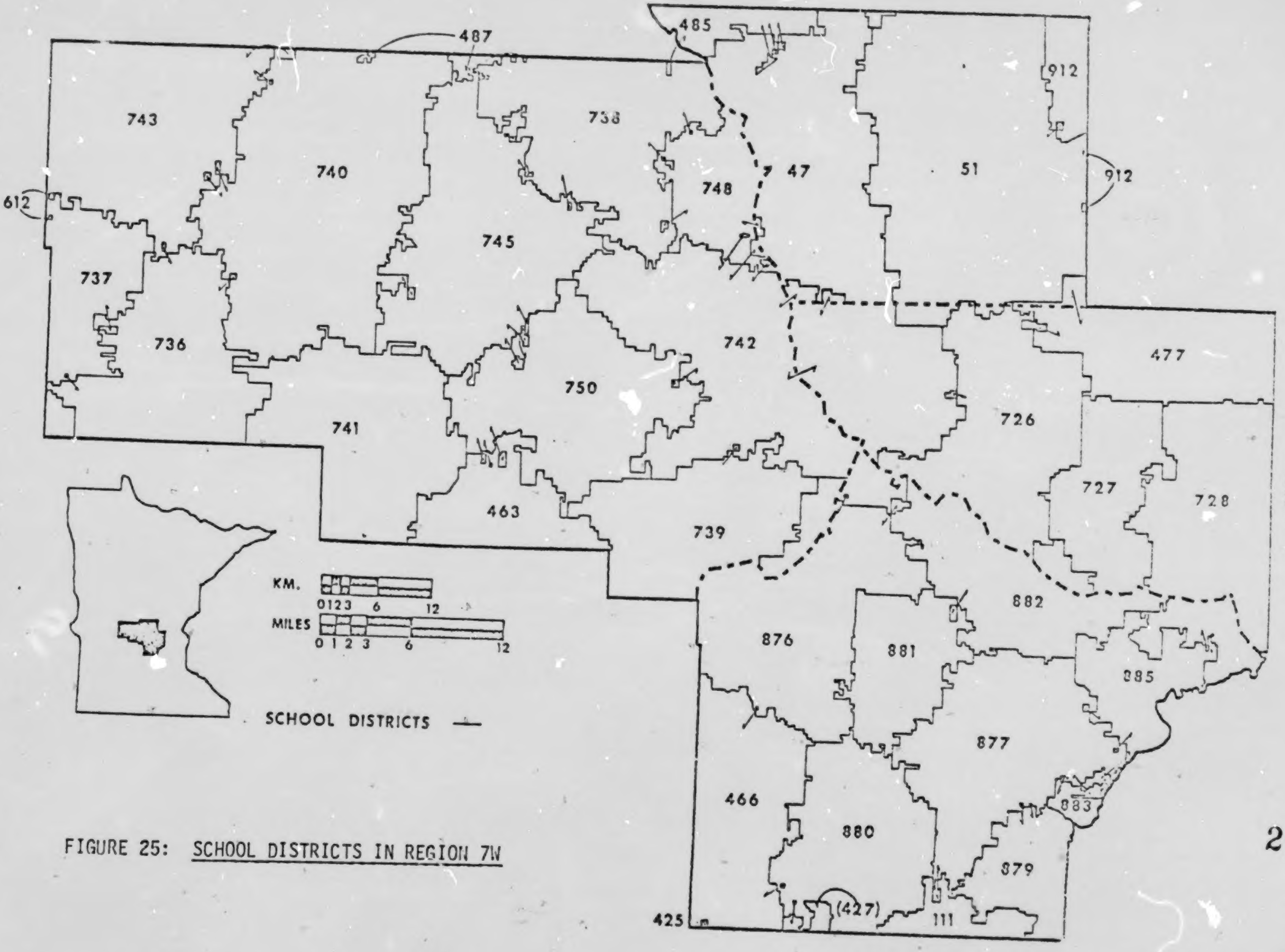

487
485
912
743
740
738
47
748
51
912
612
745
737
736
742
477
750
726
741
727
728
463
739
882
KM.
0 1 2 3 6 12
MILES
0 1 2 3 6 12
876
881
885
877
466
880
883
879
425
(427)
111
SCHOOL DISTRICTS

FIGURE 25: SCHOOL DISTRICTS IN REGION 7W

SOURCE: Central Minnesota Regional Development Commission

TABLE 5

HEALTH CARE FACILITIES AND SERVICES

The Veterans Administration Hospital is the largest facility with 1,002 beds. Being primarily a veterans service facility, the hospital provides a full range of medical services.

Health Care Facilities Data for Region 7W

Doctors per community

Albany	2	Melrose	5
Annandale	2	Monticello	2
Belgrade	1	Paynesville	4
Brooten	1	Princeton	5
Buffalo	6	Rice	1
Cold Spring	1	Richmond	1
Delano	1	Sauk Centre	3
Elk River	3	Sauk Rapids	3
Foley	2	St. Cloud	80

State Hospitals Locations 0

Mental Health Centers

St. Cloud 1

Hospitals

Veterans Administration	1,002 beds
Albany Community	26 beds
Melrose Hospital	34 beds
Paynesville Community	43 beds
St. Cloud Hospital	360 beds
St. Michael's Hospital Sauk Centre	45 beds
Buffalo Memorial	69 beds
Monticello-Big Lake	39 beds
Total	1,618 beds

Nursing Homes Serving Region 7W

Stearns County

Albany - Mother of Mercy Nursing Home	62 beds
Waite Park - Ambassador Boarding Care	8 beds
- Waite Park Nursing	74 beds
Cold Spring - Assumption Nursing	68 beds
Avon - Avon Boarding Care	7 beds
Belgrade - Belgrade Nursing Home	62 beds
St. Cloud - Dan's Boarding Care	11 beds
- Redding Boarding Care	8 beds
- St. Cloud Hospital (C & NC)	50 beds
- St. Raphaels	69 beds
Paynesville - Good Samaritan	48 beds
- Paynesville Community Hospital	57 beds
Kimball - Madden Nursing Home	52 beds
Melrose - Melrose Hospital and Pine Villa	75 beds
Sauk Centre - St. Michael's Hospital	60 beds

Wright County

Cokato - Cokato Constant Care	66 beds
Delano - Delano Manor, Inc.	64 beds

Buffalo - Ebenezer Home	53 beds
- Retirement Center of Wright County	121 beds
Howard Lake - Howard Lake Nursing	70 beds
South Haven - Madden Boarding Care	46 beds
Monticello - Monticello Nursing	74 beds

Benton County

Sartell - Country Manor	128 beds
Foley - Foley Nursing Home	87 beds
Sauk Rapids - Good Shepherd	128 beds
- Granite Boarding	22 beds

Sherburne County

Elk River - Elk River Nursing	120 beds
Clear Lake - High Point Lodge	28 beds
St. Cloud - St. Cloud Manor	108 beds
- St. Joseph's Home	104 beds

TABLE 6

PHYSICIAN MANPOWER

IDENTIFICATION	POPULATION	NUMBER OF PHYSICIANS	PEOPLE PER PHYSICIAN
Minnesota	3,804,971	3,864	985
Minnesota*	1,930,591	1,781	1,084
Region 7W	173,518	131	1324.56
Benton County	20,841	7	2,977
Sherburne County	18,344	2	9,172
Stearns County	95,400	111	859
Wright County	38,933	11	3,539

* State minus 7 County Metro Area

SOURCE: CMHPC 1970

TABLE 7

PRELIMINARY

MINNESOTA EMPLOYMENT PROJECTIONS TO 1990

(thousands)

	1974	1980	1985	1990	1974-90 Change	% Change
TOTAL	1,768.7	1,981.4	2,136.9	2,234.2	465.5	26.3
Agriculture	130.9	119.6	110.9	102.8	-28.1	-21.5
Mining	14.4	17.4	18.6	20.1	5.7	39.6
Construction	81.2	84.4	89.2	90.4	9.2	11.3
Manufacturing	348.9	381.0	400.2	421.8	72.9	20.9
Transportation, Communications, & Utilities	96.8	98.9	102.0	108.1	11.3	11.7
Retail & Wholesale Trade	408.1	472.3	489.1	500.5	92.4	22.6
Finance, Insurance, & Real Estate	78.6	91.2	100.2	107.2	28.6	36.4
Services	345.4	416.2	479.2	509.0	163.6	47.4
Federal Government	30.6	33.5	34.5	35.4	4.8	15.7
State & Local Government	234.9	266.9	313.0	338.9	104.0	44.3

SOURCE: Minnesota State Planning Agency

TABLE 8

REGION 7: OCCUPATIONAL EMPLOYMENT; PERCENT CHANGES, 1960-68 and 1968-75

Occupation	1960-68	1968-75
Total	18.3	9.7
Professional, Technical, and Kindred	50.9	23.3
Engineers, Technical	48.5	30.6
Natural Scientists	68.0	35.7
Medical, and other Health Workers	49.7	21.5
Teachers (Elementary & Secondary)	44.1	17.1
Social Scientists	--	--
Other Professional & Kindred	56.1	27.4
Accountants & Auditors	42.4	20.0
Architects	37.9	17.5
Designers & Draftsmen	43.4	27.1
Lawyers	39.5	12.6
Personnel & Labor Related	66.7	30.0
Other	58.9	28.6
Managers, Officials, & Proprietors	29.5	10.2
Clerical & Kindred	40.4	20.0
Stenos, Typists, Secretaries	48.7	24.1
Office Machine Operators	58.9	30.3
Other Clerical & Kindred	38.6	19.0
Bookkeepers	32.7	15.5
Cashiers	83.7	41.3
Shipping, Receiving Clerks	21.6	11.0
Telephone Operators	12.7	13.8
Other	39.4	18.4
Sales Workers	40.4	17.6
Craftsmen	25.5	14.8
Carpenters	5.6	0.1
Electricians	16.2	10.9
Plumbers and Pipefitters	21.0	14.8
Foremen	35.9	22.0
Machinists & Related	4.4	2.3
Blacksmith	-4.2	-18.9
Boilmakers	12.5	22.2
Millwright	27.8	17.4
Sheet Metal Workers	19.8	15.5
Toolmakers & Diemakers	12.0	12.5
Printing Trades Crafts	36.9	14.4
Mechanics & Repairmen	45.0	23.2
Other Craftsmen	18.1	11.3
Operatives	25.9	14.6
Assemblers	11.1	11.9
Welders	35.3	24.5
Sewers & Stichers	52.5	25.1
Drivers & Deliverymen	21.9	15.2
Other Operatives	27.6	13.2
Service Workers	47.0	19.4
Private Household	27.1	2.7
Protective Services	49.3	13.7
Waiters, Cooks, etc.	52.3	23.0
Other Service Workers	53.6	24.9
Laborers, except farm	10.5	1.8
Farm Laborers	-22.7	-20.4

Source: 1975 Employment: Minnesota and Minneapolis-St. Paul and Eleven Economic Regions, 1970, p. 36.

TABLE 9: POPULATION TRENDS IN REGION 7W

	Population	% of Region
Benton County	20,841	12.0
Sherburne County	18,344	10.6
Stearns County	95,400	55.0
Wright County	38,933	22.4
Region	173,518	100.0

Wright County	1960	1970	% of Change
Albertville	279	451	61.6
Annandale	984	1,234	25.4
Buffalo	2,322	3,275	41.0
Clearwater	274	282	2.9
Cokato	1,356	1,735	27.9
Delano	1,612	1,851	14.8
Hanover	263	365	38.8
Howard Lake	1,007	1,162	15.4
Maple Lake	1,018	1,124	10.4
Monticello	1,477	1,636	10.8
Montrose	360	379	5.3
Rockford	533	568	15.9
South Haven	328	238	-27.4
St. Michael	707	1,021	44.4
Waverly	574	546	-4.9
Stearns County			
Albany	1,375	1,599	16.3
Avon	443	725	63.7
Belgrade	666	713	7.1
Brooten	661	615	-7.0
Cold Spring	1,760	2,006	14.0
Elrosa	205	203	-1.0
Freeport	615	593	-3.6
Greenswald	266	240	-8.3
Holdingford	526	551	4.8
Kimball Prairie	535	567	6.0
Lake Henry	91	92	1.1
Meire Grove	167	593	-3.6
Melrose	2,135	2,273	6.5
New Munich	296	307	3.7
Paynesville	1,754	1,907	9.5
Pleasant Lake	58	65	12.1
Richmond	751	866	15.3
Rockville	357	302	15.4
Rosco	168	195	16.1
Sartell	791	1,323	67.3
Sauk Centre	3,573	3,750	5.0
Spring Hill	105	90	-14.3
St. Anthony	72	[illegible]6	-8.3
St. Cloud	33,815	39,691	17.4
St. Joseph	1,487	1,786	20.1

Stearns County - Continued	1960	1970	% of change
St. Martin	215	188	-12.6
St. Rosa	62	93	50.0
St. Stephen	276	331	19.9
Waite Park	2,016	2,824	40.1
Sherburne County			
Becker	279	365	66.4
Elk River	1,763	2,252	27.7
Zimmerman	302	495	63.9
Benton County			
Foley	112	1,271	14.3
Gilman	146	111	-28.2
Rice	387	366	-5.4
Ronneby	84	59	-29.8
Sauk Rapids	4,038	5,051	25.1

Source: U.S. Census, 1970

FIGURE 26

PROJECTED TOTAL SCHOOL AGE POPULATION, 1970-2000 AS A PERCENT OF 1970 SCHOOL AGE POPULATION

REGION 7W

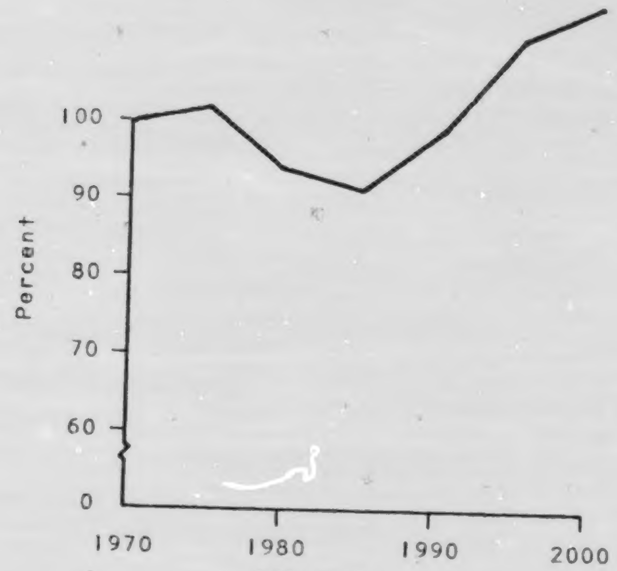
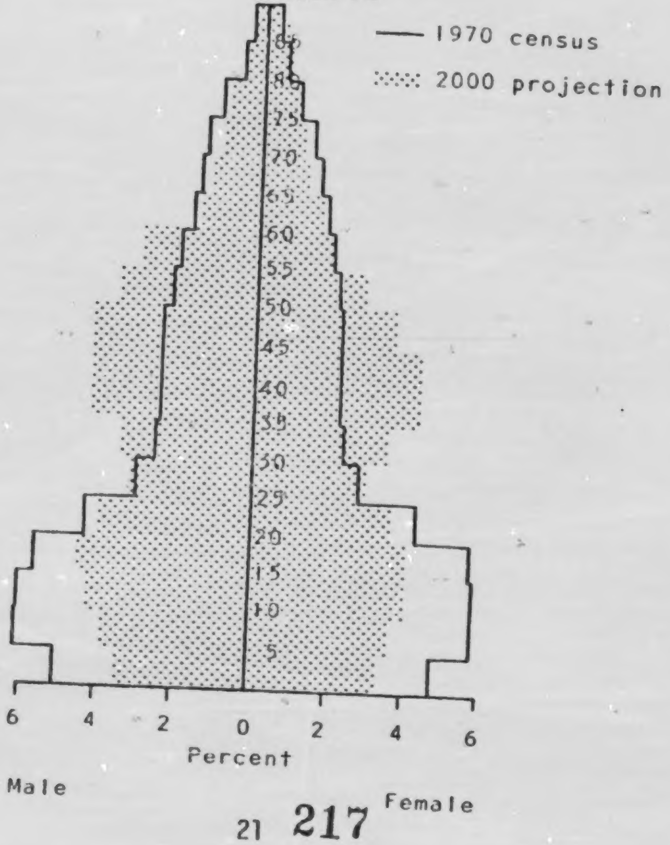


FIGURE 27

PERCENT POPULATION BY AGE AND SEX, 1970 AND 2000

REGION 7W



APPENDIX C

TABLE TEN: SUMMARY OF DATA FOR ALL PROVIDERS BY THE NATURE OF THEIR EDUCATIONAL OFFERINGS

BUSINESS & INDUSTRY: ALL PROVIDERS

	NUMBER OF COURSES		TOTAL NO. ADULT REGIS.		TOTAL NO. OF PAID INSTRUC.		TOTAL NO. OF VOL. INSTRUC.
Occupational Training							
Prof., Tech., Sales, Bus.							
Business & Industry: Retail	0		0		0		0
Business & Industry: Util., Finan., Ins.	34		270		15		0
Public Sec. Schools	0		0		0		0
Skilled, Semi-Sk., Service							
Business & Industry: Retail	19	(68%)	490	(67%)	31	(78%)	0
Business & Industry: Util., Finan., Ins.	7	(25%)	210	(29%)	7	(18%)	0
Public Sec. Schools	2	(17%)	30	(4%)	2	(4%)	0
			730		40		
Total Occupational Training							
Business & Industry: Retail	19	(31%)	490	(49%)	31	(56%)	0
Business & Industry: Util., Finan., Ins.	41	(66%)	480	(48%)	22	(40%)	0
Public Sec. Schools	2	(3%)	30	(3%)	2	(4%)	0
	62		1,000		55		
Personal Development							
Business & Industry: Retail	0		0		0		0
Business & Industry: Util., Finan., Ins.	7		210		7		0
Public Sec. Schools	0		0		0		0
Total: All Courses							
Business & Industry: Retail	19	(25%)	490	(40%)	31	(51%)	0
Business & Industry: Util., Finan., Ins.	54	(72%)	690	(57%)	28	(46%)	0
Public Sec. Schools	2	(3%)	30	(3%)	2	(3%)	0
	75		1,210		61		

HEALTH: ALL PROVIDERS

	NUMBER OF COURSES		TOTAL NO. ADULT REGIS.		TOTAL NO. OF PAID INSTRUC.		TOTAL NO. OF VOL. INSTRUC.	
Occupational Training								
Professional, Tech., Sales, Bus.								
Government Agencies	41	(45%)	608	(26%)	41	(36%)	0	(0%)
Non-profit business organizations	34	(37%)	875	(38%)	19	(17%)	0	(0%
Labor, trade, prof.	5	(5%)	230	(10%)	16	(14%)	3	(21%)
Priv. Social Welfare	0		0		0		0	
Regional Assns.	11	(9%)	589	(28%)	39	(34%)	11	(79%
Religious Organizations	0		0		0		0	
Skilled, Semi-Sk., Service								
Government Agencies	14	(40%)	395	(31%)	2	(7%)	0	(0%)
Non-profit business organizations	20	(57%)	810	(64%)	24	(89%)	0	(0%
Labor, trade, prof.	0		0		0		0	
Priv. Social Welfare	0		0		0		0	
Regional Assns.	1	(3%)	57	(5%)	1	(4%)	5	(100%
Religious Organizations	0		0		0		0	
Other Occupational Training								
Government Agencies	1	(8%)	108	(2%)	2	(15%)	0	(0%
Non-profit business	6	(50%)	1,590	(28%)	11	(85%)	0	(0%
Labor, trade, prof.	0		0		0		0	
Priv. Social Welfare	4	(33%)	3,856	(68%)	0	0	431	(99%)
Regional Assns.	0		0		0		0	
Religious Organizations	1	(8%)	100	(2%)		0	1	(1%)
	12		5,654					
Total Occupational Training								
Government Agencies	56	(40%)	1,111	(12%)	45	(29%)	0	(0%
Non-profit business	60	(43%)	3,275	(36%)	54	(35%)	9	(2%
Labor, trade, prof.	5	(4%)	230	(2%)	16	(10%)	3	(1%)
Priv. Social Welfare	4	(3%)	3,856	(42%)	0	(0%)	431	(94%)
Regional Assns.	12	(9%)	651	(28%)	40	(26%)	16	(4%
Religious Organizations	1	(1%)	100	(1%)	0		1	(1%
	138		9,223				460	

HEALTH: ALL PROVIDERS - CONTINUED

	NUMBER OF COURSES		TOTAL NO. ADULT REGIS.		TOTAL NO. OF PAID INSTRUC.		TOTAL NO. OF VOL. INSTRUC.	
Personal Development								
Government Agencies	10	(34%)	232	(5%)	10	(18%)	0	(0%)
Non-profit business organizations	12	(41%)	1,955	(40%)	25	(46%)	0	(0%)
Labor, trade, prof.	0		0		0		0	
Priv. Social Welfare	2	(7%)	600	(12%)	0		19	(99%)
Regional Assns.	4	(T4%)	139	(3%)	14	(26%)	0	(0%)
Religious Organizations	1	(3%)	2,000	(41%)	5	(9%)	1	(1%)
	29		4,926					
Total: All Categories								
Government Agencies	66	(40%)	1,343	(9%)	55	(26%)	0	(0%)
Non-profit business organizations	72	(43%)	5,230	(37%)	79	(38%)	9	(2%)
Labor, trade, prof.	5	(3%)	230	(2%)	16	(8%)	3	(1%)
Priv. Social Welfare	6	(4%)	4,456	(31%)	0		450	(94%)
Regional Assns.	16	(10%)	790	(6%)	54	(26%)	16	(3%)
Religious Organizations	2	(1%)	2,100	(15%)	5	(2%)	2	(1%)
	167		14,149		209		480	

PERSONAL GROWTH: ALL PROVIDERS

	NUMBER OF COURSES		TOTAL NO. ADULT REGIS.		TOTAL NO. OF PAID INSTRUC.		TOTAL NO. OF VOL. INSTRUC.	
Occupational Training								
Professional, Tech., Sales, Bus.								
Citizens Associations	0		0		0		0	
Government Agencies	43	(52%)	106	(13%)	8	(23%)	46	(77%)
Non-profit Business	8	(9%)	500	(61%)	4	(12%)	0	
Public Sec. Schools	0		0		0		0	
Regional Associations	11	(13%)	115	(14%)	14	(41%)	12	(20%)
Religious Orgs.	21	(26%)	100	(12%)	8	(23%)	2	(3%)
	83		821		34		60	
Skilled, Semi-Skilled, Service								
Citizens Associations	0		0		0		0	
Government Agencies	0		0		0		0	
Non-profit Business	0		0		0		0	
Public Sec. Schools	0		0		0		0	
Regional Associations	0		0		0		0	
Religious Orgs.	0		0		0		0	
	0		0		0		0	
Other Occupational Training								
Citizens Associations	0		0		0		0	
Government Agencies	3	(60%)	1,110	(91%)	15	(44%)	35	(100%)
Non-profit Business	2	(40%)	115	(9%)	19	(56%)	0	
Public Sec. Schools	0		0		0		0	
Regional Associations	0		0		0		0	
Religious Orgs.	0		0		0		0	
	5		1,225		34		35	
Total Occupational Training								
Citizens Associations	0		0		0		0	
Government Agencies	46	(52%)	1,716	(67%)	23	(34%)	81	(85%)
Non-profit Business	10	(11%)	615	(24%)	23	(34%)	0	
Public Sec. Schools	0		0		0		0	
Regional Associations	11	(12%)	115	(5%)	14	(20%)	12	(13%)
Religious Orgs.	21	(25%)	100	(4%)	8	(12%)	2	(2%)
	88		2,546		68		95	
Personal Development								
Citizens Associations	4	(5%)	220	(8%)	2	(3%)	7	(7%)
Government Agencies	49	(63%)	406	(15%)	23	(40%)	29	(30%)
Non-profit Business	0		0		0		0	
Public Sec. Schools	6	(8%)	896	(33%)	14	(24%)	0	
Regional Associations	12	(15%)	555	(20%)	15	(26%)	12	(12%)
Religious Orgs.	7	(9%)	650	(24%)	4	(7%)	50	(51%)
	78		2,727		58		98	

PERSONAL GROWTH: ALL PROVIDERS
CONTINUED

	NUMBER OF COURSES		TOTAL NO. ADULT REGIS.		TOTAL NO. OF PAID INSTRUC.		TOTAL NO. OF VOL. INSTRUC.	
otal: All Courses								
itizens Associations	4	(2%)	220	(4%)	2	(2%)	7	(4%)
overnment Agencies	95	(57%)	2,122	(40%)	46	(36%)	110	(57%)
on-profit Business	10	(6%)	615	(12%)	23	(18%)	0	
ublic Sec. Schools	6	(4%)	896	(17%)	14	(11%)	0	
egional Associations	23	(14%)	670	(13%)	29	(23%)	24	(12%)
eligious Orgs.	28	(17%)	750	(14%)	13	(10%)	52	(27%)
	166		5,273		127		193	

PUBLIC AFFAIRS, CONSUMER EDUCATION: ALL PROVIDERS

	NUMBER OF COURSES		TOTAL NO. ADULT REGIS.		TOTAL NO. OF PAID INSTRUC.		TOTAL NO. OF VOL. INSTRUC	
Personal Development								
Citizens Assn.	5	(11%)	135	(12%)	0		7	(100%
Business & Industry	3	(7%)	540	(50%)	7	(15%)	0	
Public Sec. Schools	8	(18%)	78	(7%)	8	(17%)	0	
Reg. Assn.	28	(64%)	330	(29%)	31	(68%)	0	
	44		1,083		46		7	

APPENDIX D

TABLE ELEVEN: SUMMARY OF DATA FOR ALL EDUCATIONAL PROVIDERS: TOTAL OFFERINGS, PARTICIPANTS, AND INSTRUCTORS BY TYPE OF PROVIDER

TABLE 11

ALL EDUCATIONAL PROVIDERS: TOTAL OFFERINGS, PARTICIPANTS AND INSTRUCTORS

TYPE OF OFFERINGS	TOTAL NO. COURSES		TOTAL NO. ADULT REGISTRANTS		TOTAL NO. PAID INSTRUCTORS		TOTAL NO. VOLUNTEER INSTRUCTORS	
Occupational Training								
Professional, Technical, Sales, Business								
Non-profit Business	42	(20%)	1,375	(40%)	23	(15%)	4	(5%)
Business and Industries	34	(16%)	270	(8%)	8	(5%)	0	
Citizens Associations	0		0		0		0	
Government Agencies	84	(40%)	714	(21%)	49	(31%)	46	(59%)
Labor, trade, professional organizations	5	(2%)	230	(7%)	16	(10%)	3	(4%)
Private Social Welfare Organizations	0		0		0		0	
Public Secondary Schools	0		0		0		0	
Regional Associations	22	(11%)	704	(21%)	53	(34%)	23	(29%)
Religious Organizations	21	(11%)	100	(3%)	8	(5%)	2	(3%)
	208		3,393		157		78	
Skilled, Semi-Skilled, Service								
Non-profit Business	20	(30%)	810	(39%)	24	(33%)	5	(42%)
Business and Industries	26		700	(34%)	38	(52%)	0	
Citizens Associations	0		0		0		0	
Government Agencies	15		415	(20%)	6	(8%)	0	
Labor, trade, professional organizations	0		0		0		0	
Private Social Welfare Organizations	0		0		0		0	
Public Secondary Schools	0		0		0		0	
Regional Associations	4		102	(5%)	4	(5%)	2	(16%)
Religious Organizations	1		357	(3%)	1	(2%)	5	(42%)
	0		0		0		0	
	66		2,084		73		12	
Other Occupational Training								
Non-profit Business	8	(44%)	1,454	(22%)	30	(60%)	0	
Business and Industries	0		0		0		0	
Citizens Associations	0		0		0		0	
Government Agencies	5	(28%)	1,233	(19%)	20	(40%)	35	(8%)
Labor, trade, professional organizations	0		0		0		0	
Private Social Welfare Organizations	5	(22%)	3,856	(58%)	0		431	(92%)
Public Secondary Schools	0		0		0		0	
Regional Associations	0		0		0		0	
Religious Organizations	1	(6%)	100	(1%)	0		1	(1%)
	19		6,643		50		467	

	TOTAL NO. COURSES		TOTAL NO. ADULT REGISTRANTS		TOTAL NO. PAID INSTRUCTORS		TOTAL NO. VOLUNTEER INSTRUCTORS	
Total: Occupational Training								
Non-profit Business	70	(24%)	3,890	(31%)	77	(28%)	9	(2%)
Business and Industries	60	(20%)	970	(8%)	46	(16%)	0	
Citizens Associations	0				0		0	
Government Agencies	104	(36%)	2,362	(19%)	75	(27%)	81	(14%)
Labor, trade, professional organizations	5	(2%)	230	(2%)	16	(6%)	3	(1%)
Private Social Welfare Organizations	4	(1%)	3,856	(31%)	0		431	(77%)
Public Secondary Schools	4	(1%)	102	(1%)	4	(1%)	2	(1%)
Regional Associations	23	(8%)	766	(6%)	54	(19%)	28	(5%)
Religious Organizations	22	(8%)	200	(2%)	8	(3%)	3	(1%)
	292		12,376		280		557	
Personal Development								
Non-profit Business	12	(7%)	1,955	(20%)	25	(15%)	0	
Business and Industries	10	(6%)	750	(8%)	14	(8%)	0	
Citizens Associations	9	(6%)	355	(4%)	2	(1%)	14	(8%)
Government Agencies	60	(38%)	638	(7%)	33	(20%)	29	(18%)
Labor, trade, professional organizations	0		0		0		0	
Private Social Welfare Organizations	3	(1%)	600	(6%)	0		19	(11%)
Public Secondary Schools	14	(9%)	974	(10%)	20	(12%)	0	
Regional Associations	44	(28%)	1,024	(11%)	60	(36%)	12	(7%)
Religious Organizations	8	(5%)	3,288	(34%)	14	(8%)	91	(56%)
	159		9,584		168		165	
Total: All Courses								
Non-profit Business	82	(18%)	5,845	(25%)	102	(21%)	9	(1%)
Business and Industries	70	(15%)	1,720	(7%)	60	(12%)	0	
Citizens Associations	9	(2%)	355	(1%)	2	(1%)	14	(2%)
Government Agencies	164	(36%)	3,000	(13%)	108	(22%)	110	(15%)
Labor, trade, professional organizations	5	(1%)	230	(1%)	16	(3%)	3	(1%)
Private Social Welfare Organizations	8	(1%)	4,456	(19%)	0		450	(62%)
Public Secondary Schools	25	(5%)	2,347	(10%)	70	(14%)	2	(1%)
Regional Associations	67	(15%)	1,790	(8%)	114	(23%)	40	(5%)
Religious Organizations	30	(7%)	3,488	(15%)	22	(4%)	94	(13%)
	460		23,231		494		722	
Adult Basic Education								
Public Secondary Schools	4		156		8		0	
High School Equivalency								
Public Secondary Schools	3		1,165		38		0	
Total: Basic Education								
Public Secondary Schools	7		1,271		46		0	

APPENDIX E

COMPLETE DATA GROUPED BY CONTENT OF EDUCATIONAL OFFERINGS

TABLE 12: BASIC EDUCATION: Public Secondary Sch.	No. Courses A		Aver. Total Hours B	Total No. of Adult Regis. C		Total No. of Adults Compl. D	Aver. Cost to Student E	Total No. Communities F	Total No. Paid Instruc. G		Total No. Vol. Instruc. H
Basic Education:											
Adult Basic Education											
Buffalo	1	(25%)	30	14	(9%)	12	0	1	2	(25%)	-
Dassel-Cokato	1	(25%)	Ongoing	2	(1%)	2	0	1	1	(12%)	0
St. Cloud	2	(50%)		140	(90%)	115	0	2	5	(63%)	0
	4			156					8		
High School Equivalency											
Buffalo	-		-	-		-	-	-	-		-
Dassel-Cokato	1	(33%)	Ongoing	8	(1%)	8	$9.00	1	1	(3%)	0
St. Cloud	2	(67%)		1,107	(99%)	236	0	1	37	(97%)	0
	3			1,115					38		
Total Basic Education											
Buffalo	1	(15%)	30	14	(1%)	12	0	1	2	(4%)	-
Dassel-Cokato	2	(28%)	Ongoing	10	(1%)	10	$9.00	1	2	(4%)	0
St. Cloud	4	(57%)		1,247	(98%)	351	0	2	42	(91%)	0
	7			1,271					46		

TABLE 13. BUSINESS & INDUSTRY: BUSINESSES: UTILITIES, FINANCIAL INSTITUTIONS, INSURANCE AGENCIES	No. Courses A		Aver. Total Hours B	Total No. of Adult Regis. C		Total No. of Adults Compl. D	Aver. Cost to Student E	Total No. Communities F	Total No. Paid Instruc. G		Total No. Vol. Instruc. H
Occupational Training											
Prof., et al											
NSP	7	(21%)	12	210	(78%)	210	0	10	14	(93%)	0
Knights of Col. Ins.	12	(35%)	3	10	(3%)	10	0	1	1	(7%)	0
First American Natl. Bank	15	(44%)	3	50	(19%)	50	0	1	-		-
	34			270					15		
Skilled, et al											
NSP	7		12	210		210	0	10	7		0
Knights of Col. Ins.	0		-	-		-	-	-	-		-
First American Natl. Bank	-		-	-		-	-	-	-		-
Total Occupational Training											
NSP	14	(34%)	12	420	(88%)	420	0	10	21	(95%)	0
Knights of Col. Ins.	12	(29%)	3	10	(2%)	10	0	1	1	(5%)	0
First American Natl. Bank	15	(37%)	3	50	(10%)	50	0	1	-		-
	41			480					22		
Personal Development											
NSP	7		6	210		210	0	12	7		0
Knights of Col. Ins.	-		-	-		-	-	-	-		-
First American Natl. Bank	-		-	-		-	-	-	-		-
Total: All Courses											
NSP	27	(50%)	6-12	630	(91%)	810	0	12	27	(96%)	0
Knights of Col. Ins.	12	(22%)	3	10	(2%)	10	0	1	1	(4%)	0
First American Natl. Bank	15	(28%)	3	50	(7%)	50	0	1	-		-
	54			690					28		

TABLE 14: BUSINESS & INDUSTRY: PUBLIC SEC. SCHOOLS	No. Courses A		Aver. Total Hours B	Total No. of Adult Regis. C		Total No. of Adults Compl. D	Aver. Cost to Student E	Total No. Communities F	Total No. Paid Instruc. G		Total No. Vol. Instruc. H
Occupational Training											
Skilled, et al											
Albany	1	(50%)	8	15	(50%)	15	$ 7.50	1	1	(50%)	-
Elk River	$\frac{1}{2}$	(50%)	15	$\frac{15}{30}$	(50%)	15	$10.00	1	$\frac{1}{2}$	(50%)	0

TABLE 15: BUSINESS & INDUSTRY: RETAIL STORES	No. Courses A	Aver. Total Hours B	Total No. of Adult Regis. C	Total No. of Adults Compl. D	Aver. Cost to Student E	Total No. Communities F	Total No. Paid Instruc. G	Total No. Vol. Instruc. H
Occupational Training								
Skilled, et al								
Sears Roebuck & Co.	6 (67%)	3	200 (41%)	200	0	1	18 (58%)	0
Woolworth	1 (11%)	10	50 (10%)	50	0	1	1 (3%)	0
Zayre	2 (22%)	3	240 (49%)	240	0	1	12 (39%)	0
	9		490				31	

TABLE 16: Health: Non-profit Businesses	No. Courses A	Aver. Total Hours B	Total No. of Adult Regis. C	Total No. of Adults Compl. D	Aver. Cost to Student E	Total No. Communities F	Total No. Paid Instruc. G	Total No. Vol. Instruc. H
Occupational Training								
Prof., Tech., Sales, Bus.								
Ebenezer Home	0	0	0	0	0	0	0	0
Monticello-Big Lake Hospital	10 (29%)	3	50 (6%)	50 (6%)	0	1	5 (26%)	0
Paynesville Comm. Hospital	5 (15%)	3	15 (2%)	15 (2%)	0	1	3 (16%)	0
Retirement Ctr. of Wright County	0	0	0	0	0	0	0	0
St. Cloud Hospital	7 (21%)	8	800 (91%)	800 (91%)	0	1	10 (53%)	0
St. Cloud Manor	12 (35%)	4	10 (1%)	10 (1%)	0	1	1 (5%)	4
	34		875				19	4
Skilled, Semi-Skilled, Service								
Ebenezer Home	1 (5%)	8	14 (2%)	14 (2%)	0	1	1 (4%)	0
Monticello-Big Lake Hospital	10 (50%)	3	80 (10%)	80 (10%)	0	1	5 (21%)	0
Paynesville Hospital	5 (25%)	3	10 (1%)	10 (1%)	0	1	2 (8%)	0
Retirement Ctr. of Wright County	1 (5%)	80	30 (3%)	16 (2%)	0	1	13 (54%)	0
St. Cloud Hospital	2 (10%)	4	600 (74%)	600 (74%)	0	1	2 (8%)	0
St. Cloud Manor	1 (5%)	20	76 (10%)	76 (10%)	0	1	1 (4%)	5
	50		810				24	5
Other Occupational Training								
Ebenezer Home	0	0	0	0	0	0	0	0
Monticello-Big Lake Hospital								
Paynesville Hospital								
Retirement Ctr. of Wright County	1 (17%)	4	40 (2%)	25 (1%)	0	1	3 (27%)	0
St. Cloud Hospital	5 (83%)	8	1,550 (98%)	1,550 (98%)	0	1	8 (73%)	0
St. Cloud Manor	0	0	0	0	0	0	0	0
	6		1,590				11	

Health: Non-profit Businesses	No. Courses A	Aver. Total Hours B	Total No. of Adult Regis. C	Total No. of Adults Compl. D	Aver. Cost to Student E	Total No. Communities F	Total No. Paid Instruc. G	Total No. Vol. Instruc. H
Total Occupational Training								
Ebenezer Home	7 (2%)	8	14 (.004%)	14 (.004%)	0	1	1 (2%)	0
Monticello-Big Lake Hospital	10 (17%)							
Paynesville Comm. Hospital								
Retirement Ctr. of Wright County	2 (3%)	4-80	70 (2%)	41 (1%)	0	1	16 (30%)	0
St. Cloud Hospital								
St. Cloud Manor	13 (22%)	4-20	86 (3%)	86 (3%)	0	1	2 (4%)	9
	32		170				18	
Personal Development								
Ebenezer Home	0	0	0	0	0	0	0	0
Monticello-Big Lake Hospital	5 (42%)	10	200 (10%)	200 (10%)	$5.00	1	12 (48%)	
Paynesville Comm. Hospital	3 (25%)	3	35 (2%)	35 (2%)	0	1	3 (12%)	0
Retirement Ctr. of Wright County	0	0	0	0	0	0	0	0
St. Cloud Hospital	4 (33%)	12	1,720 (88%)	1,720 (88%)	0	1	10 (40%)	0
St. Cloud Manor	0	0	0	0	0	0	0	0
	12		1,955				25	
Total: All Courses								
Ebenezer Home	1 (1%)	8	14 (3%)	14 (3%)	0	1	1 (1%)	0
Monticello-Big Lake Hospital	25 (35%)	3-10	330 (6%)	330 (6%)	$5.00	1	22 (29%)	0
Paynesville Comm. Hospital	13 (18%)	3	60 (1%)	60 (1%)	0	1	8 (10%)	0
Retirement Ctr. of Wright County	2 (3%)	4-80	70 (1%)	41 (.7%)	0	1	16 (20%)	0
St. Cloud Hospital	18 (25%)	4-8	4,670 (89%)	4,670 89%	0	1	30 (38%)	0
St. Cloud Manor	13 (18%)	4-20	86 (2%)	86 (2%)	0	1	2 (3%)	9 (100%)
	72		5,230				79	

Health: Government Agencies	No. Courses A		Aver. Total Hours B	Total No. of Adult Regis. C		Total No. of Adults Compl. D		Aver. Cost to Student E	Total No. Communities F	Total No. Paid Instruc. G		Total No. Vol. Instruc. H
Personal Development												
Mn. Health Dept.												
St. Cloud PHN	4	(36%)	8	62	(27%)	40	(19%)	0	1	2	(20%)	0
V.A. Hospital	6	(55%)	5	?		?		0	1	6	(60%)	0
Wright Cty. PHN	1	(9%)	20	170	(73%)	170	(81%)	0	1	2	(20%)	-
	11			232		211				10		0
Total: All Courses												
Mn. Health Dept.	24	(36%)	5	681	(51%)	681	(52%)	0	4	5	(9%)	0
St. Cloud PHN	5	(8%)	16	170	(13%)	148	(11%)	0	1	4	(7%)	0
V.A. Hospital	37	(56%)	5-10	322+	(24%)	322+	(24%)	0	1	44	(80%)	0
Wright Cty. PHN	1	(2%)	20	170	(13%)	170	(13%)	0	1	2	(4%)	-
	66			1,343		1,322				55		0

TABLE 18:

Health: Labor, Trade, Professional Organ.	No. Courses A	No. Hours B	Total No. of Adult Regis. C	Total No. of Adults Compl. D	Average Cost to Student E	Total No. Communities F	Total No. Paid Instruc. G	Total No. Vol. Instruc. H
Occupational Training								
Prof., Tech., Sales, Bus.								
Mn. Assn. Health Care Facilities	2 (40%)	6	90 (39%)	90 (39%)	$40.00	2	7 (44%)	3 (100%)
Mn. Hosp. Assn.	3 (60%)	8	140 (61%)	140 (61%)	$25.00	2	9 (56%)	0
	5		230	230			16	3
Total: Occupational Training								
Mn. Assn. Health Care	2	6	90	90	$40.00	2	7	3
Mn. Hosp. Assn.	3	8	140	140	$25.00	2	9	0

TABLE 19: Health: Private Social Welfare Organ.	No. Courses A	Aver. Total Hours B	Total No. of Adult Regis. C	Total No. of Adults Compl. D	Aver. Cost to Student E	Total No. Communities F	Total No. Paid Instruc. G	Total No. Vol. Instruc. H
Occupational Training								
Central Mn. Epilepsy Foundation	0	0	0	0	0	0	0	0
Educated Childbirth Association	0	0	0	0	0	0	0	0
Red Cross	4 (100%)	20	3,856 (100%)	2,892 (100%)	$5.00	17+	0	431 (100%)
	4	10-20	3,856	2,892			0	431
Total Occupational Training								
Central Mn. Epilepsy Foundation	0	0	0	0	0	0	0	0
Educated Childbirth Association	0	0	0	0	0	0	0	0
Red Cross	4 (100%)	20	3,856 (100%)	2,892 (100%)	$5.00	17+	0	431 (100%)
	4	10-20	3,856	2,892			0	431
Personal Development								
Central Mn. Epilepsy Foundation	1 (50%)	8	100 (17%)	100 (17%)	0	1	0	7 (37%)
Educated Childbirth Association	1 (50%)	15	500 (83%)	500 (83%)	$6.00	1	0	12 (63%)
Red Cross	0	0	0	0	0	0	0	0
	2		600	600				19
Total: All Courses								
Central Mn. Epilepsy Foundation	1 (17%)	8	100 (2%)	100 (3%)	0	1	0	7 (2%)
Educated Childbirth Association	1 (17%)	15	500 (11%)	500 (14%)	$6.00	1	0	12 (3%)
Red Cross	4 (67%)	20	3,856 (87%)	2,892 (83%)	$5.00	17+	0	431 (95%)
	6		4,456	3,492			0	450

TABLE 20: Health: Religious Organ.	No. Courses A	No. Hours B	Total No. of Adult Regis. C	Total No. of Adults Compl. D	Average Cost to Student E	Total No. Communities F	Total No. Paid Instruc. G	Total No. Vol. Instruc. H
Occupational Training								
Other Occupational Training								
Family Life Bureau	1	10	100	100	$25.00	1	0	1
Personal Development								
Family Life Bureau	1	10	2,000	1,500	$ 5.00	1	5	1
Total: All Courses								
Family Life Bureau	2	10	2,100	1,600	$5 - $25.00	1	5	2

TABLE 2[illegible]: PERSONAL GROWTH: NON-PROFIT BUSINESSES	No. Courses A		Aver. Total Hours B	Total No. of Adult Regis. C		Total No. of Adults Compl. D		Aver. Cost to Student E	Total No. Communities F	Total No. Paid Instruc. G		Total No. Vol. Instruc. H	
Occupational Training													
Prof., Tech., Sales, Bus.													
Family Counseling Associates	8	(100%)	10	500		500		$20.00	1	4		0	
Functional Industries	0		0	-		-		-	-	-		-	
Opp. Training Ctr.	0		0	-		-		-	-	-		-	
	8			500						4			
Other Occupational Training													
Family Counseling Associates	0		0	0		0		0	0	0		0	
Functional Industries	1	(50%)	210	7	(6%)	7	(9%)	0	7	3	(15%)	0	
Opp. Training Ctr.	1	(50%)	1,232	108	(94%)	70	(91%)	0	7	76	(84%)	0	
	2			115						79			
Total Occupational Training													
Family Counseling Associates	8	(80%)	10	500	(81%)	500	(86%)	$20.00	1	4	(17%)	0	(0)
Functional Industries	1	(10%)	210	7	(1%)	7	(1%)	0	7	3	(13%)	0	(0)
Opp. Training Ctr.	1	(10%)	1,232	108	(18%)	70	(13%)	0	7	76	(69%)	0	(0)
	10			615						83			

TABLE 22: PERSONAL GROWTH: CITIZENS ASSOCIATIONS	No. Courses A		Aver. Total Hours B	Total No. of Adult Regis. C	Total No. of Adults Compl. D		Aver. Cost to Student E	Total No. Communities F	Total No. Paid Instruc. G		Total No. Vol. Instruc. H	
Personal Development:												
St. Cloud Area Women's Center	3	(75%)	5	195	195	(89%)	$2.00	1	0		6	(86%)
Sr. Federation	1	(25%)	12	25	25	(11%)	- 0 -	1	2	(100%)	1	(14%)
	4			220					2		7	

TABLE 23: PERSONAL GROWTH: GOVERNMENT AGENCIES	No. Courses A		Aver. Total Hours B	Total No. of Adult Regis. C		Total No. of Adults Compl. D		Aver. Cost to Student E	Total No. Communities F	Total No. Paid Instruc. G		Total No. Vol. Instruc. H	
Occupational Training													
Prof., et al													
CETA	-		-	-		-		-	-	-		-	
Headstart	3	(7%)	5	14	(13%)	14	(13%)	0	2	3	(38%)	6	(13%)
Stearns Cty. DAC	-		-	-		-		-	-	-		-	
Stearns Cty. Soc. Services	20	(47%)	3	72	(68%)	72	(68%)	0	9	3	(37%)	25	(54%)
Voc. Rehab.	20	(46%)	3	20	(18%)	20	(18%)	0	2	2	(25%)	15	(33%)
Wright Cty. Soc. Services	-		-	-		-		-	-	-		-	
	43			106						8		46	
Other Occupational Training													
CETA	1	(33%)	6	600	(54%)	600	(62%)	0	4	8	(53%)	0	(0´)
Headstart	-		-	-		-		-	-	-		-	
Stearns Cty. DAC	-		-	-		-		-	-	-		-	
Stearns Cty. Soc. Services	-		-	-		-		-	-	-		-	
Wright Cty. Soc. Serv.	1	(33%)	8	500	(45%)	360	(37%)	0	2	1	(6%)	35	(100%)
Voc. Rehab.	1	(33%)	40	10	(1%)	10	(1%)	0	1	6	(40%)	0	
	3			1,110						15		35	
Total Occupational Training													
CETA	1	(2%)	6	600	(49%)	600	(55%)	0	4	8	(35%)	0	
Headstart	3	(7%)	5	14	(1%)	14	(1%)	0	2	3	(13%)	6	(7%)
Stearns Cty. DAC	-		-	-		-		-	-	-		-	
Stearns Cty. Soc. Services	20	(43%)	3	72	(6%)	72	(6%)	0	9	3	(13%)	25	(31%)
Voc. Rehab.	21	(46%)	3-8	520	(43%)	380	(35%)	0	2	3	(13%)	50	(62%)
Wright Cty. Soc. Services	1	(2%)	40	10	(1%)	10	(1%)	0	1	6	(26%)	0	
	46			1,216						23		81	

PERSONAL GROWTH: GOVERNMENT AGENCIES	No. Courses A	Aver. Total Hours B	Total No. of Adult Regis. C	Total No. of Adults Compl. D	Aver. Cost to Student E	Total No. Communities F	Total No. Paid Instruc. G	Total No. Vol. Instruc. H
Personal Development								
CETA	-	-	-	-	-	-	-	-
Headstart	9 (18%)	5	80 (20%	50 (14%)	0	2	7 (30%)	15 (52%)
Stearns Cty. DAC	13 (27%)	5-?	76 (19%)	66 (18%)	0	1	6 (26%)	4 (14%)
Stearns Cty. Soc. Services	20 (41%)	4	100 (24%)	100 (27%)	0	3	0	10 (34%)
Voc. Rehab.	0	0	0	0	0	0	0	0
Wright Cty. Soc. Services	7 (14%)	24	150 (37%)	150 (41%)	0	1	10 (43%)	0
	49		406				23	29
Total: All Courses								
CETA	1 (1%)	6	600 (28%)	600 (42%)	0	4	8 (17%)	0
Headstart	12 (13%)	5	94 (4%)	64 (4%)	0	2	10 (22%)	21 (19%)
Stearns Cty. DAC	13 (14%)	5-?	76 (3%)	66 (5%)	0	1	6 (13%)	4 (4%)
Stearns Cty. Soc. Services	40 (42%)	3-4	172 (32%)	172 (22%)	0	9	3 (7%)	35 (32%)
Voc. Rehab.	21 (22%)	3-8	520 (25%)	380 (26%)	0	2	3 (6%)	50 (45%)
Wright Cty. Soc. Services	8 (8%)	24-40	160 (8%)	160 (11%)	0	1	16 (35%)	0
	95		1,622				46	110

TABLE 24: PERSONAL GROWTH: PUBLIC SECONDARY SCHOOLS	No. Courses A		Aver. Total Hours B	Total No. of Adult Regis. C		Total No. of Adults Compl. D		Aver. Cost to Student E	Total No. Communities F	Total No. Paid Instruc. G		Total No. Vol. Instruc. H
Personal Development												
Buffalo	3	(50%)	16	80	(9%)	80	(9%)	$10.00	1	3	(21%)	0
Cold Spring	1	(16%)	12	8	(1%)	8	(1%)	$ 8.00	1	1	(7%)	0
Elk River	1	(16%)	13	8	(1%)	8	(1%)	$10.00	1	3	(21%)	0
St. Cloud	1	(16%)	25	800	(89%)	800	(89%)	0	5	7	(50%)	0
	6			896						14		

TABLE 25: PERSONAL GROWTH: REGIONAL ASSNS.	No. Courses A		Aver. Total Hours B	Total No. of Adult Regis. C		Total No. of Adults Compl. D		Aver. Cost to Student E	Total No. Communities F	Total No. Paid Instruc. G		Total No. Vol. Instruc. H	
Occupational Training													
Prof., et al													
Quad Cty. Mental Health Center	8	(72%)	12	100	(87%)	100	(87%)	0	4	12	(86%)	0	
Tri-Cty. Action Program	3 11	(28%)	12	15 115	(13%)	15	(13%)	0	1	2 14	(14%)	12 12	(100%)
Personal Development													
Quad Cty. Mental Health Center	5	(42%)	12	500	(90%)	500	(90%)	$20.00	2	13	(87%)	0	
Tri-Cty. Action Program	7 12	(58%)	6	55 555	(10%)	50	(10%)	0	5	2 15	(13%)	12 12	(100%)
Total: All Courses													
Quad Cty. Mental Health Center	13	(57%)	12	600	(90%)	600	(90%)	0-$20.00	4	25	(86%)	0	
Tri-Cty. Action Program	10 23	(43%)	6-12	70 670	(10%)	65	(10%)	0	5	4 29	(14%)	24 24	(100%)

TABLE 26: PERSONAL GROWTH: RELIGIOUS ORGS.	No. Courses A		Aver. Total Hours B	Total No. of Adult Regis. C		Total No. of Adults Compl. D		Aver. Cost to Student E	Total No. Communities F	Total No. Paid Instruc. G		Total No. Vol. Instruc. H	
Occupational Training													
Prof., et al													
Catholic Social Services	21		4	100		100		0	1	8		2	
Family Life Bureau	-		-	-		-		-	-	-		-	
Personal Development													
Catholic Social Services	5	(71%)	8	100	(15%)	100	(15%)	0	2	4	(80%)	0	
Family Life Bureau	2 7	(29%)	10	550 650	(85%)	550	(85%)	$5.00	2	1 5	(20%)	50 50	(100%)
Total: All Courses													
Catholic Social Services	26	(93%)	4-8	200	(27%)	200	(27%)	0	2	12	(92%)	2	(38%)
Family Life Bureau	2 28	(7%)	10	550 750	(73%)	550	(73%)	$5.00	2	1 13	(8%)	50 52	(62%)

TABLE 27: PUBLIC AFFAIRS, CONSUMER EDUCATION	No. Courses A		Aver. Total Hours B	Total No. of Adult Regis. C		Total No. of Adults Compl. D	Aver. Cost to Student E	Total No. Communities F	Total No. Paid Instruc. G		Total No. Vol. Instruc. H	
REGIONAL ASSOCIATIONS												
Personal Development												
7W Reg. Dev. Comm.	28		4-6	330		330	0	1	31		0	
BUSINESSES & INDUSTRY												
Personal Development												
1st American National Bank	3		3	540		540	0	1	7		0	
PUBLIC SECONDARY SCHOOLS												
Personal Development												
Albany	2	(25%)	4	25	(32%)	25	$ 7.50	1	2	(25%)	0	
Cold Spring	1	(12%)	12	8	(10%)	8	$ 8.00	1	1	(12%)	0	
Dassel-Cokato	3	(38%)	8	35	(45%)	35	$ 8.00	1	3	(38%)	0	
Elk River	2 8	(25%)	13	10 78	(13%)	10	$10.00	1	2 8	(25%)	0	
CITIZENS ASSOCIATIONS												
Personal Development												
Am. Assn. Univ. Women	4	(80%)	12	30	(22%)	30	-	1	0		4	(57%)
Senior Federation	1 5	(20%)	12	105 135	(78%)	87	0	1	0 0		3 7	(43%)

TABLE 28: PUBLIC SAFETY: GOVERNMENT AGENCIES	No. Courses A	Aver. Total Hours B	Total No. of Adult Regis. C	Total No. of Adults Compl. D	Aver. Cost to Student E	Total No. Communities F	Total No. Paid Instruc. G	Total No. Vol. Instruc. H
Occupational Training								
Skilled, et al								
Bureau of Crim. Appr.	1	4	20	20	0	1	4	-
Region D Crime Commission	0	-	-	-	-	-	-	-
Other Occupational Training								
Bureau of Crim. Appr.	-	-	-	-	-	-	-	-
Region D Crime Commission	1	3	15	15	0	4	3	0
Total Occupational Training								
Bureau of Crim. Appr.	1 (50%)	4	20 (57%)	20	0	1	4 (57%)	-
Region D Crime Commission	1 2 (50%)	3	15 35 (43%)	15	0	4	3 7 (43%)	0

TABLE 29: PUBLIC SAFETY: PUBLIC SECONDARY SCHOOLS	No. Courses A	Aver. Total Hours B	Total No. of Adult Regis. C	Total No. of Adults Compl. D	Aver. Cost to Student E	Total No. Communities F	Total No. Paid Instruc. G	Total No. Vol. Instruc. H
Occupational Training								
Skilled, Semi-Skilled, Service								
Buffalo	1 (50%)	20	12 (17%)	12	$25.00	1	2 (100%)	-
Dassel-Cokato	$\frac{1}{2}$ (50%)	4	$\frac{60}{72}$ (83%)	60	0	1	$\frac{0}{2}$	$\frac{2}{2}$ (100%)

APPENDIX F

COMPLETE DATA GROUPED BY TYPE OF EDUCATIONAL PROVIDER

KEY TO FUNDING SOURCES

1. Included in charges to patients.
2. Course fees to participants.
3. Business contracts.
4. Regular budget item.
5. Membership dues.
6. Fund-raising monies.
7. Private social welfare agency and charitable organization support.
8. Foundation grants.
9. Public monies.

TABLE 30: Businesses & Industries	No. of Courses		Average No. Hours per Offerings	No. Adult Registrants		No. Adults Completing	Average Cost to Registrants	Total Number Communities Where Offerings Avail.	Total Number Paid Instructors		Total Number Volunteer Instructors	Sources of funding for offerings
	A		B	C		D	E	F	G		H	I
Occupational Training												
Professional, et al												
First Amer. Natl. Bank	15	(44%)	3	50	(18%)	50	0	1	0		0	4
Knights of Columbus Ins.	12	(35%)	3	10	(4%)	10	0	1	1	(13%)	0	4
Northern States Power	7	(21%)	12	210	(78%)	210	0	10	7	(87%)	0	4
Sears Roebuck	-		-	-		-	-	-	-		-	
Woolworth	-		-	-		-	-	-	-		-	
Zayre	-		-	-		-	-	-	-		-	
	34			270					8		0	
Skilled, et al												
First Am. Natl. Bank	-		-	-		-	-	-	-		-	
Knights of Col. Ins.	-		-	-		-	-	-	-		-	
Northern States Power	7	(44%)	12	210	(30%)	210	0	10	7	(18%)	0	4
Sears Roebuck	6	(38%)	3	200	(29%)	200	0	1	18	(47%)	0	4
Woolworth	1	(6%)	10	50	(7%)	50	0	1	1	(3%)	0	4
Zayre	2	(12%)	3	240	(34%)	240	0	1	12	(32%)	0	4
	16			700					38		0	
Total: Occupational Training												
First Am. Natl. Bank	15	(30%)	3	50	(5%)	50	0	1	0		0	4
Knights of Col. Ins.	12	(24%)	3	10	(1%)	10	0	1	1	(2%)	0	4
Northern States Power	14	(28%)	12	420	(43%)	420	0	10	14	(30%)	0	4
Sears Roebuck	6	(12%)	3	200	(21%)	200	0	1	18	(39%)	0	4
Woolworth	1	(2%)	10	50	(5%)	50	0	1	1	(2%)	0	4
Zayre	2	(4%)	3	240	(25%)	240	0	1	12	(26%)	0	4
	50			970					46		0	

Businesses & Industries	No. of Courses A	Average No. Hours per Offerings B	No. Adult Registrants C	No. Adults Completing D	Average Cost to Registrants E	Total Number Communities Where Offerings Avail. F	Total Number Paid Instructors G	Total Number Volunteer Instructors H	Source of funding to offerings I
Personal Development									
First Am. Natl. Bank	3 (30%)	3	540 (72%)	540	0	1	7 (50%)	0	4
Knights of Col. Ins.	-	-	-	-	-	-	-	-	
Northern States Power	7 (70%)	6	210 (28%)	210	0	12	7 (50%)	0	4
Sears Roebuck	-	-	-	-	-	-	-	-	
Woolworth	-	-	-	-	-	-	-	-	
Zayre	-	-	-	-	-	-	-	-	
	10		750				14	0	
Total: All Courses									
First Am. Natl. Bank	18 (30%)	3	590 (34%)	590	0	1	7 (12%)	0	4
Knights of Col. Ins.	12 (20%)	3	10 (1%)	10	0	1	1 (2%)	0	4
Northern States Power	21 (35%)	6-12	630 (37%)	630	0	12	21 (35%)	0	4
Sears Roebuck	6 (10%)	3	200 (12%)	200	0	1	18 (30%)	0	4
Woolworth	1 (2%)	10	50 (3%)	50	0	1	1 (2%)	0	4
Zayre	2 (3%)	3	240 (13%)	240	0	1	12 (19%)	0	4
	60		1,720				60	0	

TABLE 31: Citizens Associations	No. of Courses A		Average No. Hours per Offerings B	No. Adult Registrants C		No. Adults Completing D	Average Cost to Registrants E	Total Number Communities Where Offerings Avail. F	Total Number Paid Instructors G		Total Number Volunteer Instructors H		Sources of funding for offerings I
Personal Development													
AAUW	4	(44%)	12	30	(8%)	30	0	1	0		4	(29%)	5
St. Cloud Area Women's Center	3	(33%)	5	195	(55%)	195	$2.00	1	0		6	(42%)	[illegible],5
Senior Federation	2	(23%)	12	130	(47%)	112	0	1	2	(100%)	4	(29%)	5,6
	9			355					2		14		

TABLE 32- Government Agencies	No. of Courses A	Average No. Hours per Offerings B	No. Adult Registrants C	No. Adults Completing D	Average Cost to Registrants E	Total Number Communities Where Offerings Avail. F	Total Number Paid Instructors G	Total Number Volunteer Instructors H	Sources of funding for offerings I
Occupational Training									
Professional, et al									
Bureau of Criminal Apprehension	-	-	-	-	-	-	-	-	
CETA (Employment Services	-	-	-	-	-	-	-	-	
Crime Commission (Region D)	-	-	-	-	-	-	-	-	
Head Start	3 (4%)	5	14 (2%)	14	0	2	3 (6%)	6 (13%)	9
Health Department (Regions 7W, 7E, 5)	10 (12%)	5	286 (40%)	286	0	4	3 (6%)	0	9
St. Cloud Public Health Nsg. Serv.	-	-	-	-	-	-	-	-	
Stearns Co. Day Activity Ctr.	-	-	-	-	-	-	-	-	
Stearns Co. Soc. Service	20 (24%)	3	72 (10%)	72	0	9	3 (6%)	25 (54%)	9
V.A. Hospital (Allied Health)	31 (36%)	10	322 (45%)	322	0	1	38 (78%)	0	9
Voc. Rehabil	20 (24%)	3	20 (3%)	20	0	2	2 (4%)	15 (33%)	9
Wright Cty. Public Health Nurs. Serv.	-	-	-	-	-	-	-	-	
Wright Cty. Soc. Services	-	-	-	-	-	-	-	-	
	84		714				49	46	
Skilled, et al									
Bureau of Criminal Apprehension	1 (7%)	4	20 (5%)	20	0	1	4 (67%)	0	9
CETA	-	-	-	-	-	-	-	-	
Crime Commission	-	-	-	-	-	-	-	-	
Head Start	-	-	-	-	-	-	-	-	
Health Dept.	14 (93%)	5	395 (95%)	395	0	4	2 (33%)	0	9
St. Cloud Public Health Nsg. Serv.	-	-	-	-	-	-	-	-	
Stearns Co. Day Activity Ctr.	-	-	-	-	-	-	-	-	

TABLE 31: Citizens Associations	No. of Courses A		Average No. Hours per Offerings B	No. Adult Registrants C		No. Adults Completing D	Average Cost to Registrants E	Total Number Communities Where Offerings Avail. F	Total Number Paid Instructors G		Total Number Volunteer Instructors H		Sources of funding for offerings I
Personal Development													
AAUW	4	(44%)	12	30	(8%)	30	0	1	0		4	(29%)	5
St. Cloud Area Women's Center	3	(33%)	5	195	(55%)	195	$2.00	1	0		6	(42%)	[illegible],5
Senior Federation	2	(23%)	12	130	(47%)	112	0	1	2	(100%)	4	(29%)	5,[illegible]
	9			355					2		14		

TABLE 32: Government Agencies	No. of Courses A	Average No. Hours per Offerings B	No. Adult Registrants C	No. Adults Completing D	Average Cost to Registrants E	Total Number Communities Where Offerings Avail. F	Total Number Paid Instructors G	Total Number Volunteer Instructors H	Sources of funding for offerings I
Occupational Training									
Professional, et al									
Bureau of Criminal Apprehension	-	-	-	-	-	-	-	-	
CETA (Employment Services	-	-	-	-	-	-	-	-	
Crime Commission (Region D)	-	-	-	-	-	-	-	-	
Head Start	3 (4%)	5	14 (2%)	14	0	2	3 (6%)	6 (13%)	9
Health Department (Regions 7W, 7E, 5)	10 (12%)	5	286 (40%)	286	0	4	3 (6%)	0	9
St. Cloud Public Health Nsg. Serv.	-	-	-	-	-	-	-	-	
Stearns Co. Day Activity Ctr.	-	-	-	-	-	-	-	-	
Stearns Co. Soc. Service	20 (24%)	3	72 (10%)	72	0	9	3 (6%)	25 (54%)	9
V.A. Hospital (Allied Health)	31 (36%)	10	322 (45%)	322	0	1	38 (78%)	0	9
Voc. Rehabil	20 (24%)	3	20 (3%)	20	0	2	2 (4%)	15 (33%)	9
Wright Cty. Public Health Nurs. Serv.	-	-	-	-	-	-	-	-	
Wright Cty. Soc. Services	-	-	-	-	-	-	-	-	
	84		714				49	46	
Skilled, et al									
Bureau of Criminal Apprehension	1 (7%)	4	20 (5%)	20	0	1	4 (67%)	0	9
CETA	-	-	-	-	-	-	-	-	
Crime Commission	-	-	-	-	-	-	-	-	
Head Start	-	-	-	-	-	-	-	-	
Health Dept.	14 (93%)	5	395 (95%)	395	0	4	2 (33%)	0	9
St. Cloud Public Health Nsg. Serv.	-	-	-	-	-	-	-	-	
Stearns Co. Day Activity Ctr.	-	-	-	-	-	-	-	-	

TABLE 17: Health: Government Agencies	No. Courses A	Aver. Total Hours B	Total No. of Adult Regis. C	Total No. of Adults Compl. D	Aver. Cost to Student E	Total No. Communities F	Total No. Paid Instruc. G	Total No. Vol. Instruc. H
Occupational Training								
Prof., Tech., Sales, Bus.								
Mn. Health Dept.	10 (24%)	5	286 (47%)	286 (47%)	0	4	3 (7%)	0
St. Cloud PHN	0 0	0	0 0	0	0	0	0	0
V.A. Hospital	31 (76%)	10	322 (53%)	322 (53%)	0	1	38 (93%)	0
Wright Cty. PHN	0	0	0	0	0	0	0	0
	41		608	608			41	0
Skilled, Semi-Skilled, Service								
Mn. Health Dept.	14 (100%)	5	395 (100%)	395 (100%)	0	4	2 (100%)	0
St. Cloud PHN	0	0	0	0	0	0	0	0
V.A. Hospital	0	0	0	0	0	0	0	0
Wright Cty. PHN	0	0	0	0	0	0	0	0
	14		395	395			2	
Other Occupational Training								
Mn. Health Dept.								
St. Cloud PHN	1 (100%)	20	108 (100%)	108 (100%)	0	1	2 (100%)	0
V.A. Hospital	0	0	0	0	0	0	0	0
Wright Cty. PHN	0	0	0	0	0	0	0	0
	1		108	108			2	0
Total Occupational Training								
Mn. Health Dept.	24	5	681	681	0	4	5	0
St. Cloud PHN	1	20	108	108	0	1	2	0
V.A. Hospital	31		322	322	0	1	38	0
Wright Cty. PHN	0	0	0	0	0	0	0	0
	56		1,111	1,111			45	0

13. Please provide below a brief listing of the content emphasis for each course counted in #8.

Occupational Training:

Personal Development:

14. Please enter on the following pages a brief description of the general characteristics of the types of students enrolled in courses offered through your agency. If your clients conform to a general picture, please complete your description, titling the page "Client Characteristics - All Courses". If the type of student varies from course type to course type, please enter your description for each course category on the pages which follow.

APPENDIX G

LIST OF NONFORMAL EDUCATIONAL PROVIDERS IN REGION 7W BY TYPE

KEY

* = CONTACTED. NO IN-SCOPE EDUCATIONAL ACTIVITIES REPORTED.

** = OFFERED EDUCATIONAL ACTIVITIES WITHIN THE SCOPE OF THE STUDY

EDUCATIONAL PROVIDERS BY TYPE

Nonprofit Businesses

Albany Community Hospital - Albany
Assumption Nurings Home - Cold Spring
Avon Boarding Care Home - Avon
Belgrade Nursing Home - Belgrade
Buffalo Memorial Hospital - Buffalo
Cokato Constant Care - Cokato
Country Manor Nursing Home - Sartell
*Dan's Boarding Care Home - St. Cloud
Delano Manor - Delano
The Dell's Place - Delano
**Ebenezer Covenant Home - Buffalo
Elk River Nursing Home - Elk River
**Family Counseling Associates - St. Cloud
*Family Practice Associates - St. Cloud
Foley Nursing Center - Foley
**Functional Industries - Buffalo
Good Samaritan Home - Paynesville
Good Shepard Lutheran Nursing Home - Sauk Rapids
Granite Boarding Care - Sauk Rapids
Helgeson Nursing Home - Sauk Rapids
High Point Lodge - Clear Lake
Howard Lake Nursing Home - Howard Lake
*Key Row Community Center - St. Cloud
*Madden Boarding Care Home - South Haven
*Madden Nursing Home - Kimball
**Melrose Hospital and Pine Villa - Melrose
**Monticello-Big Lake Community Hospital - Monticello
Monticello Nursing Home - Monticello
Mother of Mercy Nursing Home - Albany
**Opportunity Training Center - St. Cloud
**Paynesville Community Hospital - Paynesville
Princeton Community Hospital - Princeton
*Redding Boarding Care Home - St. Cloud
**Retirement Center of Wright County - Buffalo
**St. Cloud Hospital - St. Cloud
    *St. Cloud Hospital Auxiliary
    *St. Cloud Hospital, Emergency Phone Service - St. Cloud
**St. Cloud Manor - St. Cloud
*St. Michael's Hospital - Sauk Centre

- **Crime Commission: Region D - St. Cloud
- *Crime Prevention: Program Development - St. Paul
- Education
  - *Community Education - St. Paul
  - *Professional Development - St. Paul
  - **Vocational Rehabilitation - St. Cloud
- Employment Services
  - **CETA - St. Cloud
  - *St. Cloud Employment Service
  - *St. Paul Office
  - *Work Incentive Program
- Health
  - **St. Cloud Office
  - *St. Paul Office
  - *Division of Health Facilities: Consultation and Training - Minneapolis
- *Human Rights: Community Services - St. Paul
- *Labor and Industry: OSHA: Technical Unit - St. Paul
- Military Affairs
  - *Army Reserve - St. Cloud
  - *National Guard - St. Cloud
- *Minnesota Migrant Council - St. Cloud
- *Office of Economic Opportunity - St. Paul
- Public Health
  - *Assistant Director of Nursing - St. Paul
  - *Crippled Children - St. Paul
  - *Crippled Children's Services - St. Cloud
  - *Developmental Disabilities - Sauk Rapids
  - *Emergency Medical Care Training - St. Paul
  - *Health Facilities and Training - St. Paul
  - *Maternal, Child Health - St. Paul
  - *Nursing Home Administration - St. Paul
- Public Safety
  - **Bureau of Criminal Apprehension - St. Paul
  - *Civil Emergency Services Office - St. Paul, St. Cloud
  - Criminal Justice Information Systems - St. Paul
  - *Fire Prevention - Fire Marshall - St. Paul
  - *Highway Patrol - St. Paul
  - *Training Director - St. Paul
- Public Welfare
  - *St. Paul Office

Labor Unions, Trade Associations, Professional Organizations

American Federation of Musicians - St. Cloud
Apartment Owners Association - St. Cloud
Car Dealers Association - St. Cloud
Central Minnesota Association of Home Builders - St. Cloud
*Chamber of Commerce - St. Cloud, Paynesville
Granite Center Archers, Inc. - St. Cloud
Machinists and Mechanics Lodge #623 - St. Cloud

St. Raphael's Home - St. Cloud
Waite Park Nursing Home - Waite Park
*Warner Care Home - Cokato

Business and Industry (Profit)

*Creative Employment Counselors - St. Cloud
Metro Business Consultants - St. Cloud
Pearce Management and Employee Relations Consultants - St. Cloud
*Franklin - St. Cloud
*Fingerhut - St. Cloud
*Burlington Northern Railroad - St. Cloud
*Landy Packing - St. Cloud
*Granite Turning Works - St. Cloud
*Prescription Optical Supply - St. Cloud
*St. Cloud Dental Laboratory - St. Cloud
*Hoerner Waldorf Corporation - St. Cloud
*Armour and Company - St. Cloud
*Robel Beef Packers, Inc. - St. Cloud
*Weeres Industries, Inc. - St. Cloud
*Dairy Craft - St. Cloud
*Wirth Granite Company - St. Cloud
*Continental Press - St. Cloud
*Chas. A. Bernick, Inc. - St. Cloud
*Associated Milk Producers, Inc. - Paynesville
*Rancher Seed Company - Paynesville
**First American National Bank - St. Cloud
*First State Bank - Paynesville
*Mutual Services Insurance - St. Cloud
*Travelers Insurance Company - St. Cloud
*Bankers Life And Casualty Insurance - St. Cloud
*Blue Cross--Blue Shield - St. Cloud
*Aid Insurance - St. Cloud
*Safeco Insurance - St. Cloud
*Fidelity Union Life Insurance - St. Cloud
*Graham Mutual Fire Insurance Company - St. Cloud
*Employees Insurance of Wausau - St. Cloud
**Knights of Columbus Insurance - St. Cloud
*State Farm Insurance - Paynesville
*Minnesota Natural Gas Company - Paynesville
**Northern States Power Company - St. Cloud
*Mono Rose - St. Cloud
*Lucille Heinen - St. Germain Hotel, St. Cloud
*Winks - St. Cloud
*J. C. Penney Beauty Shops - St. Cloud
*Mary Lou Hair-O-Scope - St. Cloud
*Gene's - St. Cloud
*Heinen's at Crossroads - St. Cloud
*Tra Claire - St. Cloud
*Hair Etcetera - St. Cloud
*Spaeth's Barber Shop - Paynesville
*Burr's Barber Shop - Paynesville

*Cater and Odegard - St. Cloud
*Centennial Hardware - St. Cloud
*Gopher Lubmer and Supply - St. Cloud
*Big Bear Stores - St. Cloud
*Thielman Hardware - St. Cloud
*Case Power and Equipment - Paynesville
*Fullerton Lubmer - Paynesville
*Henderson Woodwork - Paynesville
*Hanson Wood Product - Paynesville
**Zayre's - St. Cloud
*Vogue - St. Cloud
*Kinney Shoes - St. Cloud
**Woolworth's - St. Germain - St. Cloud
*Herbergers - St. Cloud
*JoAnn Fabrics - St. Cloud
*Barkers - St. Cloud
*Herbergers for the Male - St. Cloud
**Woolworth's - Crossroads - St. Cloud
**Sears - St. Cloud
*Marine's Fabrics - Paynesville
*Sawrey's Shoe Store - Paynesville
*Super Value - St. Cloud
*Barberio Cheese - St. Cloud
*Crossroads Liquor - St. Cloud
*Red Owl - St. Cloud
*Coborns - St. Cloud
*Young's Bakery - Paynesville
*Regal House - Paynesvilld
*Snyder Drug - St. Cloud
*Osco Drug - St. Cloud
*Bruning Pharmacy - St. Cloud
*Marsh Drug - St. Cloud
*North Sea Imports - St. Cloud
*Murphy's Music - St. Cloud
*Security Stationers - St. Cloud
*St. Cloud Hobby - St. Cloud
*Four Winds Music - St. Cloud
*Ed Champa Photo - St. Cloud
*Hennens Furniture - St. Cloud
*Marco Business Products - St. Cloud
*Granite Book and Bible - St. Cloud
*Granite City Pawn Shop - St. Cloud
*Stereo I - St. Cloud
*Minnesota Commercial Interiors - St. Cloud
*Discount Floors - St. Cloud
*St. Cloud Book Store - St. Cloud
*Tetrasonics - St. Cloud
*Koronis Tire - Paynesville
*John's Cat House - Paynesville
Paynesville Motor Transfer - Paynesville

Citizens Associations, Interest Groups

*Alcoholics Anonymous - St. Cloud
**American Association of University Women (AAUW) - St. Cloud
*American Civil Liberties Union - St. Cloud
Benton County Agricultural Society - Foley
*Central Minnesota Citizens Band Club - Cold Spring
Central Minnesota Gun Club - St. Cloud
Committee to Restore the Constitution - St. Cloud
*Community Wild Life Club - St. Cloud
*Emotions Anonymous - St. Cloud
*Equity in Education - St. Cloud
*Gay Rights Information - St. Cloud
*Granite City Toastmasters - St. Cloud
*Ham Radio Operators - St. Cloud
*Happiness of Women - St. Cloud
John Birch Society - St. Cloud
*League of Women Voters - St. Cloud
*Minnesota Citizens Concerned for Life - St. Cloud
*National Organization of Women - St. Cloud
*Overeaters Anonymous - St. Cloud
*Parents Without Partners - St. Cloud
**Retired Seniors Volunteer Program - St. Cloud
*St. Cloud Area Council PTA - St. Cloud
*St. Cloud Area Environmental Council - Cold Spring
**St. Cloud Area Women's Center - St. Cloud
*St. Cloud Arts Group - St. Cloud
*St. Cloud Association for Retarded Citizens - St. Cloud
St. Cloud Flower and Garden Club - St. Cloud
St. Cloud Friends of the Library - St. Cloud
*St. Cloud Geneologists - St. Cloud
St. Cloud Senior Citizens - St. Cloud
*St. Cloud Toastmistress Club - St. Cloud
Sauk Rapids Senior Citizens - Sauk Rapids
**Senior Federation - St. Cloud
*Sertoma Club - St. Cloud
Serra Club - St. Cloud
Sorosis Club - St. Cloud
Sow and Grow Garden Club - St. Cloud
Sports, Inc. - St. Cloud
20th Century Club - St. Cloud
West St. Cloud Progressive Club - Sauk Rapids
*Women's Equality Group - St. Cloud
*Women's Equity Action League - St. Cloud
Women's Guild - St. Cloud
*Zero Population Growth - Sauk Rapids

Fraternal Organizations, Lodges, Orders

*American Legion - St. Paul, St. Cloud
Daughters of the American Revolution - St. Cloud
Disabled American Veterans - St. Cloud

*Knights of Columbus - St. Cloud Council
Mason North Star Lodge - St. Cloud
*Moose Lodge - St. Cloud
Rebekah Lodge - Clearwater
*St. Cloud Area Optimist Club - St. Cloud
St. Cloud Shrine Club - Sauk Rapids
*Sons of Norway - St. Cloud
Veterans of Foreign Wars - St. Paul, St. Cloud

Government Agencies

City

*City Library Board - St. Cloud
*Consumer Relations Bureau - St. Cloud
*St. Cloud Community Arts Council - St. Cloud
*Human Rights Office - St. Cloud
*St. Cloud Planning Commission - St. Cloud
**St. Cloud Public Health Nursing Service - St. Cloud
*St. Cloud Safety Council - St. Cloud

County

*Benton County Public Health Nursing Services - Foley
**Benton County Social Services Department - Foley
*Sherburne County Public Health Nursing Service - Elk River
**Sherburne County Social Services - Elk River
**Stearns County Day Activity Center - Cold Spring
Stearns County Historical Society - St. Cloud
*Stearns County Medical Auxiliary - St. Cloud
*Stearns County Public Health Nursing Service - St. Cloud
*Stearns County Services to the Blind - St. Cloud
**Stearns County Social Services - St. Cloud
Tri-County Humane Society - St. Cloud
*Wright County Childrens Service Center - Buffalo
**Wright County Day Activity Center - Silver Creek, Cokato, Monticello
**Wright County Public Health Nursing Service - Buffalo
*Wright County Sanitarian, Environmental Health Division - Buffalo
**Wright County Social Services - Buffalo

Federal

**Head Start - St. Cloud
**Veterans Administration Hospital - St. Cloud

State

*Automobile Association - St. Cloud
*Bicentennial Commission - St. Paul
*Corrections - St. Paul
*Council on the Handicapped - St. Paul

**Minnesota Association of Health Care Facilities - Minneapolis
**Minnesota Education Association - St. Paul, St. Cloud
**Minnesota Federation of Teachers - St. Paul
*Minnesota Foundation for Health Care Evaluation
**Minnesota Hospital Association: Geriatric Conference Group - Minneapolis
*Minnesota Nurses Association - St. Cloud
*Minnesota Association of School Administrators - St. Paul
*Elementary School Principals Association - St. Paul
*Secondary School Principals Association - St. Paul
*School Superintendents Association - St. Paul
*Minnesota School Boards Association - St. Peter
*Minnesota Service Station Association - St. Paul
*Mobile Home Association - St. Paul, Minneapolis
National Association of Retired Federal Employees - St. Cloud
National Catholic Society of Foresters - St. Cloud
National Farmers Organization - St. Cloud
*National Secretaries Association - St. Cloud
Northwest Granite Manufacturing Association - Ortonville
*St. Cloud AFL-CIO Trades and Labor Assembly - St. Cloud
*St. Cloud Area Personnel Association - St. Cloud
*St. Cloud Board of Realtors - St. Cloud
St. Cloud Building Contractors Association - St. Cloud
*St. Cloud Business and Professional Women - St. Cloud
*St. Cloud Dental Assistants Association - St. Cloud
*St. Cloud Hospital Nurses Alumae Association - St. Cloud
*Stearns-Benton Bar Association Law Enforcement League - St. Cloud
*Stearns-Benton County Medical Society - St. Cloud
Printers Association - St. Cloud
Production Credit Association of St. Cloud - St. Cloud
United Commercial Travelers of America - St. Cloud

Partisan Political Groups

American Party - St. Cloud
*Democratic Farmer-Labor Party - Stearns County - St. Cloud
*Republican Party - Stearns County - St. Cloud

Private Social Welfare Organizations, Service Clubs

*American Diabetes Association - St. Cloud
**American Red Cross - St. Paul
Arthritis Foundation - St. Cloud
*Big Brothers - St. Cloud
*Birthright - St. Cloud
*Boy's Club - St. Cloud
*Boy Scouts of America - St. Cloud
*Camp Fire Girls - St. Cloud
*Cancer Society - Buffalo
**Central Minnesota Epilepsy Foundation - St. Cloud
*Children's Home Society - St. Cloud
*Diabetes Education Center - Minneapolis

**Educated Childbirth Organization - St. Cloud
*F.I.S.H. Organization - St. Cloud
**Family Planning Center - St. Cloud
*Foster Grandparents Program - St. Cloud
*Girl Scouts: Land O'Lakes Council - St. Cloud
*Jaycees - St. Cloud
**Kenny Institute - Minneapolis
*Kiwanis Club of St. Cloud - St. Cloud
La Leche League - St. Cloud
*Lions Club - St. Cloud
*Minnesota Society for Crippled Children and Adults - Minneapolis
Minnesota Society for the Prevention of Blindness - St. Paul
*Mrs. Jaycees of St. Cloud - St. Cloud
*Multiple Sclerosis Society - Minneapolis
*Muscular Dystrophy Association of America - St. Paul
*The National Foundation - St. Cloud
*Newcomers - St. Cloud
*Phone Samaritan - St. Cloud
Rotary Club - St. Cloud
*Salvation Army - St. Cloud
*Service Club for the Handicapped, Inc. - St. Cloud
*Tri-County Heart Association - St. Cloud
*United Cerebral Palsy of Central Minnesota - St. Cloud
*United Way - St. Cloud
*Women for Life - St. Cloud
*YMCA - St. Cloud
Zanta Club - St. Cloud

Public Secondary Schools: Office of Community Education

**Albany Area Schools
*Annandale Area Schools
*Becker Area Schools
*Belgrade Area Schools
*Big Lake Area Schools
*Brooten Area Schools
**Buffalo Area Schools
**Cold Spring Area Schools
**Dassel-Cokato Area Schools
*Delano Area Schools
**Elk River Area Schools
*Foley Area Schools
**Holdingford Area Schools
*Howard Lake Area Schools
*Kimball Area Schools
*Maple Lake Area Schools
*Melrose Area Schools
*Monticello Area Schools
*Paynesville Area Schools
*Rockford Area Schools
**St. Cloud Area Schools

*St. Michael Area Schools
*Sartell Area Schools
*Sauk Centre Area Schools
*Sauk Rapids Area Schools
*Watertown Area Schools

Regional Associations

*Association of Minnesota Counties - St. Paul
Association of Township Officers
**Central Minnesota Area Health Education Consortium - St. Cloud
*League of Minnesota Municipalities - St. Paul
*Minnesota Education Computing Consortium - St. Cloud
**Quad-County Mental Health Center - St. Cloud
*Quad-County Receiving and Referral Center - Sauk Rapids
**7W Regional Development Commission - Sauk Rapids
Regional Environmental Education Board - Minneapolis
**Tri-County Community Action Program - St. Cloud
*Wright County Community Action Program - Waverly

Religious Organizations

**Catholic Social Services - St. Cloud
**Family Life Bureau - St. Cloud
Hadassah - St. Cloud
Lutheran Social Service - St. Cloud
St. Cloud Dominic Club - St. Cloud
*St. Cloud Ministorial Association - St. Cloud
*NAIM (Society for Catholic Widows) - St. Cloud
*Religious Education Center - St. Cloud
*Society for the Propagation of the Faith - St. Cloud

APPENDIX H

LIST OF NONFORMAL EDUCATIONAL PROVIDERS IN REGION 7W BY CONTENT OF OFFERINGS

KEY

* = CONTACTED. NO IN-SCOPE EDUCATIONAL ACTIVITIES REPORTED.

** = OFFERED EDUCATIONAL ACTIVITIES WITHIN THE SCOPE OF THE STUDY.

EDUCATIONAL PROVIDERS BY CONTENT OF OFFERINGS

1. BASIC EDUCATION

*Buffalo Area Schools
*Dassel-Cokato Area Schools
*St. Cloud Area Schools

2. BUSINESS AND INDUSTRY

Citizens Associations

*Jaycees - St. Cloud, Paynesville
*Kiwanis Club of St. Cloud
*Lions Club - St. Cloud
*Mrs. Jaycees of St. Cloud
Rotary Club - St. Cloud

Government Agencies

*OSHA: Tech Unit - St. Paul

Financial Institutions

**First American National Bank - St. Cloud
*First State Bank - Paynesville

Insurance

*Mutual Services Insurance - St. Cloud
*Travelers Insurance Company - St. Cloud
*Bankers Life and Casualty Insurance - St. Cloud
*Blue Cross--Blue Shield - St. Cloud
*Aid Insurance - St. Cloud
*Safeco Insurance - St. Cloud
*Fidelity Union Life Insurance - St. Cloud
*Graham Mutual Fire Insurance Company - St. Cloud
*Employees Insuranct of Wausau - St. Cloud
**Knights of Columbus Insurance - St. Cloud
*State Farm Insurance - Paynesville

Manufacturing

*Franklin - St. Cloud
*Fingerhut - St. Cloud
*Burlington Northern Railroad - St. Cloud

*Landy Packing - St. Cloud
*Granite Turning Works - St. Cloud
*Prescription Optical Supply - St. Cloud
*St. Cloud Dental Laboratory
*Hoerner Waldorf Corporation - St. Cloud
*Armour and Company - St. Cloud
*Robel Beef Packers, Inc. - St. Cloud
*Weeres Industries, Inc. - St. Cloud
*Dairy Craft - St. Cloud
*Wirth Granite Company - St. Cloud
*Continental Press - St. Cloud
*Chas. A. Bernick, Inc. - St. Cloud
*Associated Milk Producers, Inc. - Paynesville
*Rancher Seed Company - Paynesville

Private Business Consultants

Metro Business Consultants - St. Cloud
Pearce Management Consultants - St. Cloud

Public Utilities

*Minnesota Natural Gas Company - Paynesville
**Northern States Power - St. Cloud

Retail Firms

Beauty And Barber Shops

*Mono Rose - St. Cloud
*Lucille Heinen - St. Germain Hotel, St. Cloud
*Winks - St. Cloud
*J. C. Penney Beauty Shops - St. Cloud
*Mary Lou Hair-O-Scope - St. Cloud
*Gene's - St. Cloud
*Heinen's at Crossroads - St. Cloud
*Tra Claire - St. Cloud
*Hair Etcetera - St. Cloud
*Spaeth's Barber Shop - Paynesville
*Burr's Barber Shop - Paynesville

Building Materials

*Cater and Odegard - St. Cloud
*Centennial Hardware - St. Cloud
*Gopher Lumber and Supply - St. Cloud
*Big Bear Stores - St. Cloud
*Thielman Hardware - St. Cloud
*Case Power and Equipment - Paynesville
*Fullerton Lumber - Paynesville
*Henderson Woodwork - Paynesville
*Hanson Wood Product - Paynesville

Apparel

- **Zayre's - St. Cloud
- *Vogue - St. Cloud
- *Kinney Shoes - St. Cloud
- **Woolworth - St. Germain, St. Cloud
- *Herbergers - St. Cloud
- *JoAnn Fabrics - St. Cloud
- *Barkers - St. Cloud
- *Herbergers for the Male - St. Cloud
- **Woolworth - Crossroads, St. Cloud
- **Sears - St. Cloud
- *Marine's Fabrics - Paynesville
- *Sawrey's Shoe Store - Paynesville

Food and Liquor

- *Super Value - St. Cloud
- *Barberio Cheese - St. Cloud
- *Crossroads Liquor - St. Cloud
- *Red Owl - St. Cloud
- *Coborns - St. Cloud
- *Young's Bakery - Paynesville
- *Regal House - Paynesville

Medical Supplies

- *Snyder Drug
- *Osco Drug
- *Bruning Pharmacy
- *Marsh Drug

General Merchandise

- *North Sea Imports - St. Cloud
- *Murphy's Music - St. Cloud
- *Security Stationers - St. Cloud
- *St. Cloud Hobby - St. Cloud
- *Four Winds Music - St. Cloud
- *Ed Champa Photo - St. Cloud
- *Hennens Furniture - St. Cloud
- *Marco Business Products - St. Cloud
- *Granite Book and Bible - St. Cloud
- *Stereo I - St. Cloud
- *Minnesota Commercial Interiors - St. Cloud
- *Discount Floors - St. Cloud
- *St. Cloud Book Store
- *Tetrasonics - St. Cloud
- *Koronis Tire - Paynesville
- *John's Cat House - Paynesville
- *Paynesville Motor Transfer

Trade, Professional Organizations

Apartment Owners Association - St. Cloud
Car Dealers Association - St. Cloud
Central Minnesota Association of Home Builders - St. Cloud
*Chamber of Commerce - Buffalo, Paynesville, St. Cloud
Granite Center Archers, Inc. - St. Cloud
Machinists and Mechanics Lodge #623 - St. Cloud
*Minnesota Service Station Association - Minneapolis
*Mobile Home Association - St. Paul
National Secretaries Association - St. Cloud
Northwest Granite Manufacturing Association - St. Cloud
*St. Cloud AFL-CIO Trades and Labor Assembly
*St. Cloud Area Personnel Association
*St. Cloud Board of Realtors
St. Cloud Building contractors Association
*St. Cloud Business and Professional Women
Printers Association - St. Cloud
Production Credit Association of St. Cloud
United Commercial Travelers of America - St. Cloud.

3. CULTURE: THE ARTS

Citizens Associations

*St. Cloud Arts Group
St. Cloud Friends of the Library
St. Cloud Women's Guild

Government Agencies

*Minnesota Bicentennial Commission - St. Paul
*St. Cloud City Library Board
*St. Cloud Community Arts Council
Stearns County Historical Society - St. Cloud
Wright County Historical Society - Buffalo

Professional Organizations

St. Cloud American Federation of Musicians - St. Cloud

4. HEALTH

Nonprofit Businesses

Albany Community Hospital - Albany
Assumption Nursing Home - Cold Springs
Avon Boarding Care Home - Avon
Belgrade Nursing Home - Belgrade
Buffalo Memorial Hospital - Buffalo

State

**Department of Health - St. Cloud

*Crippled Children - St. Paul
*Emergency Medical Care training Division - St. Paul
*Health Facilities training Division - St. Paul
*Maternal and Child Health - St. Paul
*Nursing Home Administration - St. Paul
*Division of Health Facilities: Technical Consultation and Training - Minneapolis

*Developmental Disabilities - St. Cloud

Labor Union, Trade Associations, Professional Organizations

**Minnesota Association of Health Care Facilities - Minneapolis
*Minnesota Foundation for Health Care Evaluation - Minneapolis
**Minnesota Hospital Association: Geriatric Conference Group - Minneapoli
*Minnesota Nurses Association - St. Cloud Chapter
*St. Cloud Dental Assistants Association
*St. Cloud Dental Society
*St. Cloud Hospital Nurses Alumnae Association
*Stearns-Benton County Medical Society - St. Cloud

Private Social Welfare Organizations

*American Diabetes Association - St. Cloud
**American Red Cross - St. Cloud
Arthritis Foundation - St. Cloud
*Birthright - St. Cloud
*Cancer Society - Wright County
**Central Minnesota Epilepsy Foundation - St. Cloud
*Diabetes Education Center - Minneapolis
**Educated Childbirth Organization - St. Cloud
**Family Planning Center - St. Cloud
*Heart Association - Edina
**Kenny Institute - Minneapolis
La Leche League - St. Cloud
Minnesota Society for the Prevention of Blindness - St. Paul
*Minnesota Society for Crippled Children and Adults - Minneapolis
*Multiple Sclerosis Society - Minneapolis
*Muscular Dystrophy Association of America - St. Paul
*The National Foundation - St. Cloud
*Tri-County Heart Association
*United Cerebral Palsy of Central Minnesota - St. Cloud
*Women for Live - St. Cloud

Regional Associations

**Central Minnesota Area Health Education Consortium - St. Cloud

Religious Organizations

**Family Life Bureau - St. Cloud

5. PERSONAL GROWTH

Business Organizations (Profit and Nonprofit)

*Creative Employment Counselors - St. Cloud
The Dell's Place - Delano
**Family Counseling Associates - St. Cloud
*Family Practice Associates - St. Cloud
**Functional Industries - Wright County, Buffalo
*Key Row Community Center - St. Cloud
**Opportunity Training Center - St. Cloud
*Warner Care Home - Cokato

Citizens Associations

*Alcoholics Anonymous - St. Cloud
*Emotions Anonymous - St. Cloud
*Granite City Toastmasters - St. Cloud
*Happiness of Women - St. Cloud
*Overeaters Anonymous - St. Cloud
*Parents Without Partners - St. Cloud
**Retired Seniors Volunteer Program - St. Cloud
**St. Cloud Area Women's Center - St. Cloud
*St. Cloud Association for Retarded Citizens - St. Cloud
St. Cloud Senior Citizens
*St. Cloud Toastmistress Club
Sauk Rapids Senior Citizens
**Senior Federation - St. Cloud

Government Agencies

*Benton County Social Services Department
*Children's Service Center - Buffalo
*Cooperative Vocational Rehabilitation Program - St. Cloud Reformatory
*Council on Handicapped - St. Paul
*Department of Public Welfare - St. Paul
*Development Disabilities - St. Cloud
**Employment Services: CETA - St. Cloud
**Head Start - St. Cloud
*Office of Economic Opportunity - St. Paul
*St. Cloud Employment Service
*Services to the Blind
*Sherburne County Welfare Department - Elk River
**Stearns County Day Activity Center - Cold Spring
**Stearns County Social Services - St. Cloud
**Vocational Rehabilitation - St. Cloud
*Work Incentive Program (WIN) - St. Cloud
**Wright County Day Activity Center - Silver Creek
**Wright County Social Services - Buffalo

Public Secondary Schools

**Buffalo Area Schools
**Cold Spring Area Schools
**Elk River Area Schools
**St. Cloud Area Schools

Regional Associations

**Quad-County Mental Health Center - St. Cloud
*Quad-County Receiving and Referral Center - Sauk Rapids
**Tri-County Community Action Program - St. Cloud

Religious Organizations

**Catholic Carities - St. Cloud
**Children's Home - St. Cloud
**Family Life Bureau - St. Cloud
Lutheran Social Service - St. Cloud
*NAIM (Society for Catholic Widows) - St. Cloud
St. Cloud Dominic Club

Private Social Welfare Organizations

*Big Brothers - St. Cloud
*Boy Scouts of America - St. Cloud
*Boy's Club - St. Cloud
*Camp Fire Girls - St. Cloud
*Children's Home Society - St. Paul
*F.I.S.H. Organization - St. Cloud
*Foster Grandparents Program - St. Cloud
*Girl Scouts - St. Cloud (Land O'Lakes Council)
*Jaycees - St. Cloud
*Mrs. Jaycees of St. Cloud
*Newcomers - St. Cloud
*Phone Samaritan - St. Cloud
*Salavation Army - St. Cloud
*Service Club for the Handicapped, Inc. - St. Cloud
*United Way (United Fund) - St. Cloud
*YMCA - St. Cloud
Zanta Club - St. Cloud

6. PUBLIC AFFAIRS, CITIZENSHIP, CONSUMER EDUCATION

Citizens Associations, Public Affairs Organizations

**American Association of University Women - St. Cloud
Committee to Restore the Constitution - St. Cloud
*Equity in Education - St. Cloud
*Gay Rights Information - St. Cloud
John Birch Society - St. Cloud

Cokato Constant Care - Cokato
Country Manor Nursing Home - Sartell
*Dan's Boarding Care Home - St. Cloud
Delano Manor Nursing Home - Delano
**Ebenezer Covenant Home - Buffalo
Elk River Nursing Home - Elk River
Foley Nursing Center - Foley
Good Samaritan Home - Paynesville
Good Shepard Lutheran Nursing Home - Sauk Rapids
Granite Boarding Care - Sauk Rapids
Helgeson Nursing Home - Sauk Rapids
High Point Lodge - Clear Lake
Howard Lake Nursing Home - Howard Lake
*Madden Boarding Care Home - South Haven
*Madden Nursing Home - Kimball
*Melrose Hospital and Pine Villa - Melrose
**Monticello-Big Lake Hospital - Monticello
Monticello Nursing Home - Monticello
**Paynesville Community Hospital - Paynesville
Princeton Community Hospital - Princeton
*Redding Boarding Care Home - St. Cloud
**Retirement Center of Wright County - Buffalo
**St. Cloud Hospital - St. Cloud
*St. Cloud Hospital Auxiliary - St. Cloud
*St. Cloud Hospital Emergency Phone Service - St. Cloud
**St. Cloud Manor Nursing Home - St. Cloud
*St. Joseph's Home - St. Cloud
*St. Michael's Hospital - Sauk Centre
St. Raphael's Home - St. Cloud
Waite Park Nursing Home - St. Cloud

Government Agencies:

City

**St. Cloud City Public Health Nursing Department - St. Cloud

County

*Benton County Public Health Nursing Services - St. Cloud
Melrose County Nurse - Melrose
*Quad County Reciving and Referral - St. Cloud
Sanitarian, Environmental Health Division - Buffalo
*Sherburne County Public Health Nursing Service - Elk River
*Stearns County Public Health Nursing Service - St. Cloud
*Stearns County Medical Auxiliary - St. Cloud
**Wright County Public Health Nursing Service - Buffalo

Federal

**Veterans Administration Hospital - St. Cloud

*League of Women Voters - St. Cloud
*Minnesota Citizens Concerned for Life - St. Cloud
*National Organization for Women - St. Cloud
*St. Cloud Area Environmental Council
*St. Cloud Chapter of the American Civil Liberties Union
**Senior Federation - St. Cloud
*Women's Equity Action League - St. Cloud
*Women's Equality Group - St. Cloud
*Zero Population Growth - St. Cloud

Government Agencies

*Consumer Relations Bureau - St. Cloud
*Human Rights Office: Community Services - St. Paul
*Human Rights Office: City of St. Cloud
*Minnesota Migrant Council - St. Cloud
*St. Cloud Planning Commission
Tri-County Humane Society - St. Cloud

Partisan Political Groups

American Party - St. Cloud
*Democratic Farmer Labor Party - District 17; Stearns County - St. Cloud
*Republican Party - District 17; Stearns County - St. Cloud

Professional Organizations

*Bar Association: Law Enforcement League - St. Cloud
(for Stearns and Benton Counties)
*Minnesota Educational Association - St. Paul
*Minnesota Federation of Teachers - St. Paul
*Minnesota Association of School Administrators - St. Paul
  *Elementary School Principals Association - St. Paul
  *Secondary School Principals Association - St. Paul
  *School Superintendents' Association - St. Paul
*Minnesota School Boards Association - St. Paul

Public Secondary Schools

**Albany Area Schools
**Cold Spring Area Schools
**Dassel-Cokato Area Schools
**Elk River Area Schools

Regional Associations

*Association of Minnesota Counties - St. Paul
Association of Township Officers
*League of Minnesota Municipalities - St. Paul
*Minnesota Education Computing Consortium - St. Cloud
**7W Regional Development Commission - Sauk Rapids
Regional Enrionmental Education Board - Minneapolis
*Wright County Community Action Program - Waverly

7. PUBLIC SAFETY

Government Agencies

*Department of Corrections - St. Paul
*Crime Prevention - St. Paul
*Military Affairs - St. Paul
    Army Reserve
    National Guard
Department of Public Safety
    **Bureau of Criminal Apprehension - St. Paul
    *Drivers' License - St. Paul
    *Emergency Services - St. Cloud
    *Fire Marshall - St. Paul
    *Highway Patrol - St. Paul
**Region D Crime Commission - St. Cloud
*St. Cloud Safety Council

Private Business Organizations

*Minnesota State Automobile Association - St. Cloud

Private Social Welfare Organizations

*American Red Cross

Public Secondary Schools

**Buffalo Area Schools
**Dassel-Cokato Area Schools

Public Secondary Schools	No. of Courses A	Average No. Hours per Offerings B	No. Adult Registrants C	No. Adults Completing D	Average Cost to Registrants E	Total Number Communities Where Offerings Avail. F	Total Number Paid Instructors G	Total Number Volunteer Instructors H	Sources of funding for offerings I
Occupational Training									
Skilled, etc.									
Albany	1 (25%)	3	15 (15%)	15	$7.50	1	1 (25%)	0	2, 9
Buffalo	1 (25%)	20	12 (12%)	12	$25.00	1	2 (50%)	0	2, 9
Cold Spring	-	-	-	-	-	-	-	-	-
Dassel-Cokato	1 (25%)	4	60 (59%)	60	0	1	0	2 (100%)	2, 9
Elk River	1 (25%)	15	15 (15%)	15	$10.00	1	1 (25%)	0	2, 9
St. Cloud	-	-	-	-	-	-	-	-	-
	4		102				4	2	
Personal Development									
Albany	2 (14%)	4	25 (3%)	25	$7.50	1	2 (10%)	0	2, 9
Buffalo	3 (21%)	16	80 (8%)	80	$10.00	1	3 (15%)	0	2, 9
Cold Spring	2 (14%)	12	16 (2%)	16	$8.00	1	2 (10%)	0	2, 9
Dassel-Cokato	3 (21%)	8	35 (4%)	35	$8.00	1	3 (15%)	0	2, 9
Elk River	3 (21%)	13	18 (2%)	18	$10.00	1	3 (15%)	0	2, 9
St. Cloud	1 (9%)	25	800 (81%)	800	0	5	7 (35%)	0	2, 9
	14		974				20	0	
Total: All Courses									
Albany	3 (12%)	4-8	40 (2%)	40	$7.50	1	3 (4%)	0	2, 9
Buffalo	5 (20%)	20-30	106 (4%)	104	$0 -25.00	1	7 (10%)	0	2, 9
Cold Spring	2 (8%)	12	16 (1%)	16	$8.00	1	2 (3%)	0	2, 9
Dassel-Cokato	6 (24%)	4-8	105 (4%)	105	$0 - 9.00	1	5 (7%)	2 (100%)	2, 9
Elk River	4 (16%)	15	33 (1%)	33	$10.00	1	4 (6%)	0	2, 9
St. Cloud	5 (20%)		2,047 (87%)	1,151	0	2	49 (70%)	0	2, 9
	25		2,347				70	2	

Government Agencies	No. of Courses		Average No. Hours per Offerings	No. Adult Registrants		No. Adults Completing	Average Cost to Registrants	Total Number Communities Where Offerings Avail.	Total Number Paid Instructors		Total Number Volunteer Instructors		Sources of funding for offerings
	A		B	C		D	E	F	G		H		I
Skilled, et al - Continued													
Stearns Co. Soc. Service	-		-	-		-	-	-	-		-		
V.A. Hosp. (Allied Health)	-		-	-		-	-	-	-		-		
Voc. Rehabil.	-		-	-		-	-	-	-		-		
Wright Cty. Public Health Nurs. Serv.	-		-	-		-	-	-	-		-		
Wright Cty. Soc. Services	-		-	-		-	-	-	-		-		
	15			415					6		0		
Occupational Training													
Other Occupational Training													
Bureau of Criminal Apprehension	-		-	-		-	-	-	-		-		
CETA	1	(20%)	6	600	(49%)	600	0	4	3	(40%)	0		9
Crime Commission	1	(20%)	3	15	(1%)	15	0	4	3	(15%)	0		9
Head Start	-		-	-		-	-	-	-		-		
Health Department	-		-	-		-	-	-	-		-		
St. Cloud Public Health Nsg. Serv.	1	(20%)	20	108	(9%)	108	0	1	2	(10%)	0		9
Stearns Co. Day Activity Ctr.	-		-	-		-	-	-	-		-		
Stearns Co. Soc. Services	-		-	-		-	-	-	-		-		
V. A. Hospital	-		-	-		-	-	-	-		-		
Voc. Rehabil.	1	(20%)	8	500	(40%)	360	0	2	1	(5%)	35	(100%)	9
Wright County Public Health Nurs. Serv.	-		-	-		-	-	-	-		-		
Wright Cty. Soc. Services	1	(20%)	40	10	(1%)	10	0	1	6	(30%)	0		9
	5			1,233					20		35		

Government Agencies	No. of Courses A	Average No. Hours per Offerings B	No. Adult Registrants C	No. Adults Completing D	Average Cost to Registrants E	Total Number Communities Where Offerings Avail. F	Total Number Paid Instructors G	Total Number Volunteer Instructors H	Sources of funding for offerings I
Personal Development - Continued									
V. A. Hospital	6 (10%)	5	?	?	0	1	6 (18%)	0	9
Voc. Rehabil.	-	-	-	-	-	-	-	-	
Wright Cty. Public Health Nurs. Serv.	1 (1%)	20	170 (27%)	170	0	1	2 (6%)	0	9
Wright Cty. Soc. Services	7 (12%)	24	150 (23%)	150	0	1	10 (21%)	0	9
	60		3,000				108	110	
Total: All Courses									
Bureau of Criminal Apprehension	1 (1%)	4	20 (1%)	20	0	1	4 (4%)	0	9
CETA	1 (1%)	6	600 (20%)	600	0	4	8 (7%)	0	9
Crime Commission	1 (1%)	3	15 (1%)	15	0	4	3 (3%)	0	9
Head Start	12 (7%)	5	94 (3%)	64	0	2	10 (9%)	21 (19%)	9
Health Department	24 (15%)	5	681 (23%)	681	0	4	5 (5%)	0	9
St. Cloud Public Health Nsg. Serv.	5 (3%)	16	170 (6%)	148	0	1	4 (4%)	0	9
Stearns Co. Day Activity Ctr.	13 (8%)	5 ?	76 (2%)	66	0	1	6 (5%)	4 (4%)	9
Stearns Co. Soc. Service	40 (24%)	3-4	172 (6%)	172	0	9	3 (3%)	35 (32%)	9
V.A. Hospital	37 (23%)	15	322+ (11%)	322+	0	1	44 (41%)	0	9
Voc. Rehabil.	21 (13%)	3-8	520 (17%)	380	0	2	3 (3%)	50% (45%)	9
Wright Cty. Public Health Nurs. Serv.	1 (1%)	20	170 (6%)	170	0	1	2 (1%)	0	9
Wright Cty. Soc. Services	8 (4%)	24-40	160 (5%)	160	0	1	16 (15%)	0	9
	164		3,000				108	110	

TABLE 33: Labor Unions, Trade Associations, Prof. Organizations	No. of Courses A	Average No. Hours per Offerings B	No. Adult Registrants C	No. Adults Completing D	Average Cost to Registrants E	Total Number Communities Where Offerings Avail. F	Total Number Paid Instructors G	Total Number Volunteer Instructors H	Sources of funding for offerings I
Occupational Training									
Professional, et al									
Mn. Assn. of Health Care Facilities	2 (40%)	6	90 (39%)	90	$40.00	2	7 (44%)	3 (100%)	2, 5
Mn. Hosp. Assn.	3 (60%)	8	140 (61%)	140	$25.00	2	9 (56%)	0	2, 8
	5		230				16	3	
Total: Occupational Training									
Mn. Assn. of Health Care Facilities	2	6	90	90	$40.00	2	7	3	2, 5
Mn. Hosp. Assn.	3	8	140	140	$25.00	2	9	0	2, 8

TABLE 34: Non-profit Businesses	No. of Courses		Average No. Hours per Offerings	No. Adult Registrants		No. Adults Completing	Average Cost to Registrants	Total Number Communities Where Offerings Avail.	Total Number Paid Instructors		Total Number Volunteer Instructors		Sources of funding for offerings
	A		B	C		C	E	F	G		H		I
Occupational Training													
Profession, et al													
Ebenezer Home	-		-	-		-	-	-	-		-		1
Family Coun. Assoc.	8	(19%)	10	500	(36%)	500	$20.00	1	4	(17%)	0		2
Functional Indus.	-		-	-		-	-	-	-		-		
Monticello-Big Lake Hospital	10	(24%)	3	50	(4%)	50	0	1	5	(22%)	0		1
Opportunity Training Center	-		-	-		-	-	-	-		-		
Paynesville Comm. Hospital	5	(11%)	3	15	(1%)	15	0	1	3	(13%)	0		1
Retirement Ctr. of Wright County	-		-	-		-	-	-	-		-		
St. Cloud Hospital	7	(17%)	8	800	(58%)	800	0	1	10	(43%)	0		1
St. Cloud Manor	12	(29%)	4	10	(1%)	10	0	1	1	(5%)	4	(100%)	1
	42			1,375					23		4		
Skilled, et al													
Ebenezer Home	1	(5%)	8	14	(2%)	14	0	1	1	(4%)	0		1
Family Coun. Assoc.	-		-	-		-	-	-	-		-		
Functional Indus.	-		-	-		-	-	-	-		-		
Monticello-Big Lake Hospital	10	(50%)	3	80	(10%)	80	0	1	5	(20%)	0		1
Opportunity Training Center	-		-	-		-	-	-	-		-		
Paynesville Comm. Hospital	5	(25%)	3	10	(1%)	10	0	1	2	(8%)	0		1
Retirement Ctr. of Wright County	1	(5%)	80	30	(4%)	16	0	1	13	(66%)	0		1
St. Cloud Hospital	2	(10%)	4	600	(74%)	600	0	1	2	(8%)	0		1
St. Cloud Manor	1	(5%)	20	76	(9%)	76	0	1	1	(4%)	5	(100%)	1
	20			810					24		5		

Government Agencies	No. of Courses A	Average No. Hours per Offerings B	No. Adult Registrants C	No. Adults Completing D	Average Cost to Registrants E	Total Number Communities Where Offerings Avail. F	Total Number Paid Instructors G	Total Number Volunteer Instructors H	Sources of funding for offerings I
Total Occupational Training									
Bureau of Criminal Apprehension	1 (1%)	4	20 (1%)	20	0	1	4 (5%)	0	9
CETA	1 (1%)	6	600	600	0	4	8 (11%)	0	9
Crime Commission	1 (1%)	3	15 (1%)	15	0	4	3 (4%)	0	9
Head Start	3 (3%)	5	14 (1%)	14	0	2	3 (4%)	6 (7%)	9
Health Dept.	24 (23%)	5	681 (29%)	681	0	4	5 (6%)	0	9
St. Cloud Public Health Nsg. Serv.	1 (1%)	20	108 (5%)	108	0	1	2 (3%)	0	9
Stearns Co. Day Activity Ctr.	-	-	-	-	-	-	-	-	
Stearns Co. Soc. Service	20 (19%)	3	72 (3%)	72	0	9	3 (4%)	25 (31%)	9
V. A. Hospital	31 (30%)	10	322 (14%)	322	0	1	38 (51%)	0	9
Voc. Rehabil.	21 (20%)	3-8	520 (22%)	380	0	2	3 (4%)	50 (62%)	9
Wright Cty. Public Health Nurs. Serv.	-	-	-	-	-	-	-	-	
Wright Cty. Soc. Services	1 (1%)	40	10 (1%)	10	0	1	6 (8%)	0	9
	104		2,362				75	81	
Personal Development									
Bureau of Criminal Apprehension	-	-	-	-	-	-	-	-	
CETA	-	-	-	-	-	-	-	-	
Crime Commission	-	-	-	-	-	-	-	-	
Head Start	9 (15%)	5	80 (12%)	50	0	2	7 (21%)	15 (52%)	9
Health Dept.	-	-	-	-	-	-	-	-	
St. Cloud Public Health Nsg. Serv.	4 (7%)	8	62 (10%)	40	0	1	2 (6%)	0	9
Stearns Co. Day Activity Ctr.	13 (22%)	5+	76 (12%)	66	0	1	6 (18%)	4 (14%)	9

Non-profit Businesses	No. of Courses A		Average No. Hours per Offerings B		No. Adult Registrants C		No. Adults Completing D	Average Cost to Registrants E	Total Number Communities Where Offerings Avail. F	Total Number Paid Instructors G		Total Number Volunteer Instructors H		Sources of funding for offerings I
Other Occupational Training														
Ebenezer Home	-		-		-		-	-	-	-				
Family Coun. Assoc.	-		-		-		-	-	-	-		-		
Functional Indus.	1	(13%)	210	(14%)	7		7	0	1	3	(10%)	0	-	3, 9
Monticello-Big Lake Hospital	-		-		-		-	-	-	-		-		-
Opportunity Training Center	1	(13%)	1,232	(85%)	108		70	0	1	16	(53%)	0		3, 9
Paynesville Comm. Hospital	-		-		-		-	-	-	-		-		-
Retirement Ctr. of Wright County	1	(13%)	4	(1%)	40		25	0	1	3	(10%)	0		1
St. Cloud Hospital	5	(61%)	8	(1%)	1,550		1,550	0	1	8	27%	0		1
St. Cloud Manor	-		-		-		-	-	-	-		-		
	8		1,454							30		0		
Total: Occupational Training														
Ebenezer Home	1	(1%)	8		14	(1%)	14	0	1	1	(1%)	0		1
Family Coun. Assoc.	8	(11%)	10		500	(13%)	500	$20.00	1	4	(5%)	0		2
Functional Indus.	1	(1%)	210		7	(1%)	7	0	1	3	(4%)	0		3, 9
Monticello-Big Lake Hospital	20	(29%)	3		130	(3%)	130	0	1	10	(13%)	0		1
Opportunity Training Center	1	(1%)	1,232		108	(3%)	70	0	1	16	(21%)	0		3, 9
Paynesville Comm. Hospital	10	(14%)	3		25	(1%)	25	0	1	5	(6%)	0		1
Retirement Ctr. of Wright County	2	(3%)	4-80		70	(2%)	41	0	1	16	(21%)	0		1
St. Cloud Hospital	14	(20%)	8		2,950	(76%)	2,950	0	1	20	(26%)	0		1
St. Cloud Manor	13	(20%)	4-20		86	(2%)	86	0	1	2	(3%)	9	(100%)	1
	70				3,890					77		9		

Non-profit Businesses	No. of Courses A		Average No. Hours per Offerings B	No. Adult Registrants C		No. Adults Completing D	Average Cost to Registrants E	Total Number Communities Where Offerings Avail. F	Total Number Paid Instructors G		Total Number Volunteer Instructors H		Sources of funding for offerings I
Personal Development													
Ebenezer Home	-		-	-		-	-	-	-		-		1
Family Coun. Assoc.	-		-	-		-	-	-	-		-		2
Functional Indus.	-		-	-		-	-	-	-		-		3
Monticello-Big Lake Hospital	5	(42%)	10	200	(10%)	200	$5.00	1	12	(48%)	0		1
Opportunity Training Center	-		-	-		-	-	-	-		-		-
Paynesville Comm. Hospital	3	(25%)	3	35	(2%)	35	0	1	3	(12%)	0		1
Retirement Ctr. of Wright County	-		-	-		-	-	-	-		-		
St. Cloud Hospital	4	(33%)	12	1,720	(88%)	1,720	0	1	10	(40%)	0		1
St. Cloud Manor	-		-	-		-	-	-	-		-		
	12			1,955					25		0		
Total: All Courses													
Ebenezer Home	1	(1%)	8	14	(1%)	14	0	1	1	(1%)	0		1
Family Coun. Assoc.	8	(9%)	10	500	(8%)	500	$20.00	1	4	(4%)	0		2
Functional Indus.	1	(1%)	210	7	(1%)	7	0	1	3	(3%)	0		3,9
Monticello-Big Lake Hospital	25	(30%)	3-10	330	(6%)	330	$0-5.00	1	22	(22%)	0		1
Opportunity Training Center	1	(1%)	1,232	108	(2%)	70	0	1	16	(16%)	0		3,9
Paynesville Comm. Hospital	13	(16%)	3	60	(1%)	60	0	1	8	(8%)	0		1
Retirement Ctr. of Wright County	2	(2%)	4-80	70	(1%)	41	0	1	16	(16%)	0		1
St. Cloud Hospital	18	(22%)	4-12	4,670	(80%)	4,670	0	1	30	(29%)	0		1
St. Cloud Manor	13	(16%)	4-20	86	(1%)	86	0	1	2	(2%)	9	(100%)	1
	82			5,845					102		9		

TABLE 35: Private Social Welfare Organizations	No. of Courses A		Average No. Hours per Offerings B	No. Adult Registrants C		No. Adults Completing D	Average Cost to Registrants E	Total Number Communities Where Offerings Avail. F	Total Number Paid Instructors G	Total Number Volunteer Instructors H		Sources of funding for offerings I
Occupational Training												
Other Occupational Training												
American Red Cross	4		20	3,856		2,892	$5.00	17+	0	431		2, 7
Central Mn. Epilepsy Foundation	-		-	-		-	-	-	-	-		
Educated Childbirth Association	-		-	-		-	-	-	-	-		
Personal Develop.												
American Red Cross	-		-	-		-	-	-	-	-		
Central Mn. Epilepsy Foundation	1	(50%)	8	100	(17%)	100	0	1	0	7	(37%)	-
Educated Childbirth Association	1	(50%)	15	500	(83%)	500	$6.00	1	0	12	(63%)	2, 7
	2			600					0	19		
Total: All Courses												
American Red Cross	4	(67%)	20	3,856	(86%)	2,892	$5.00	17+	0	431	(96%)	2, 7
Central Mn. Epilepsy Foundation	1	(16%)	8	100	(2%)	100	0	1	0	7	(1%)	7
Educated Childbirth Association	1	(16%)	15	500	(12%)	500	$6.00	1	0	12	(3%)	2, 7
	6			4,456					0	450		

TABLE 36: Public Secondary Schools	No. of Courses A		Average No. Hours per Offerings B	No. Adult Registrants C		No. Adults Completing D	Average Cost to Registrants E	Total Number Communities Where Offerings Avail. F	Total Number Paid Instructors G		Total Number Volunteer Instructors H	Sources of funding for offerings I
General Education												
A.B.E.												
Albany	-		-	-		-	-	-	-		-	
Buffalo	1	(25%)	30	14	(9%)	12	0	1	2	(25%)	0	9
Cold Spring	-		-	-		-	-	-	-		-	
Dassel-Cokato	1	(25%)		2	(1%)	2	0	1	1	(15%)	0	9
Elk River	-		-	-		-	-	-	-			
St. Cloud	2	(50%)	-	140	(90%)	115	0	2	5	(63%)	0	9
	4			156					8		0	
High School Equiv.												
Albany	-		-	-		-	-	-	-		-	
Buffalo	-		-	-		-	-	-	-		-	
Cold Spring	-		-	-		-	-	-	-		-	
Dassel-Cokato	1	(33%)		8	(1%)	8	$9.00	1	1	(3%)	0	9
Elk River	-		-	-		-	-	-	-		-	
St. Cloud	2	(67%)		1,157	(99%)	236	0	2	37	(97%)	0	9
	3			1,165					38		0	
Total General Education												
Albany	-		-	-		-	-	-	-		-	
Buffalo	1	(14%)	30	14	(1%)	12	0	1	2	(4%)	0	9
Cold Spring			-	-		-	-	-	-		-	
Dassel-Cokato	2	(29%)	10	10	(1%)	10	$0-9.00	1	2	(4%)	0	9
Elk River	-		-	-		-	-	-	-		-	
St. Cloud	4	(57%)		1,247	(98%)	351	0	2	42	(92%)	0	9
	7			1,271					46		0	

TABLE 37: Regional Associations	No. of Courses A		Average No. Hours per Offerings B	No. Adult Registrants C		No. Adults Completing D	Average Cost to Registrants E	Total Number Communities Where Offerings Avail. F	Total Number Paid Instructors G		Total Number Volunteer Instructors H		Sources of funding for offerings I
Occupational Training													
Professional, et al													
Central Mn. AHEC	11	(50%)	8	589	(84%)	589	$6.00	3	39	(74%)	11	(48%)	2, 9
Quad City Mental Health Center	8	(36%)	12	100	(14%)	100	0	4	12	(23%)	0		9
7W Reg. Dev. Comm.	-		-	-		-	-	-	-		-		
Tri-County Action Program	3 22	(14%)	12	15 704	(2%)	15	0	1	2 53	(3%)	12 23	(52%)	9
Skilled, et al													
AHEC	1		3	57		57	$6.00	1	1		5		2, 9
Quad City Mental Health Center	-		-	-		-	-	-	-		-		
7W Reg. Dev. Comm.	-		-	-		-	-	-	-		-		
Tri-County Action Program	-		-	-		-	-	-	-		-		
Total: Occupational Training													
AHEC	12	(52%)	8	651	(85%)	651	$6.00	3	40	(74%)	16	(57%)	2, 9
Quad City Mental Health Center	8	(35%)	12	100	(13%)	100	0	4	12	(22%)	0		9
7W Reg. Dev. Comm.	-		-	-		-	-	-	-		-		
Tri-County Action Program	3 23	(13%)	12	15 766	(2%)	15	0	1	2 54	(4%)	12 28	(43%)	9
Personal Development													
AHEC	4	(9%)	8	139	(14%)	119	$2.00	3	14	(23%)	0		2, 9
Quad City Mental Health Center	5	(11%)	12	500	(49%)	500	$20.00	2	13	(22%)	0		2, 9
7W Reg. Dev. Comm.	28	(64%)	4-6	330	(32%)	330	0	1	31	(52%)	0		9
Tri-County Action Program	7 44	(16%)	6	55 1,024	(5%)	50	0	5	2 60	(3%)	12 12	(100%)	9

Regional Associations	No. of Courses	Average No. Hours per Offerings	No. Adult Registrants	No. Adults Completing	Average Cost to Registrants	Total Number Communities Where Offerings Avail.	Total Number Paid Instructors	Total Number Volunteer Instructors	Sources of funding for offerings
Total: All Courses	A	B	C	D	E	F	G	H	I
AHEC	16 (24%)	8	790 (44%)	770	$6.00	5	54 (47%)	16 (40%)	2, 9
Quad City Mental Health Center	13 (19%)	12	600 (33%)	600	$0-20.00	4	25 (22%)	0	2, 9
7W Reg. Dev. Comm.	28 (42%)	4-6	330 (18%)	330	0	1	31 (27%)	0	9
Tri-County Action Program	10 (15%)	6-12	70 (5%)	65	0	5	4 (4%)	24 (60%)	9
	67		1,790				114	49	

TABLE 38: Religious Organizations	No. of Courses A		Average No. Hours per Offerings B	No. Adult Registrants C		No. Adults Completing D	Average Cost to Registrants E	Total Number Communities Where Offerings Avail. F	Total Number Paid Instructors G		Total Number Volunteer Instructors H		Sources of funding for offerings I
Occupational Training													
Professional, et al													
Catholic Soc. Services	21		4	100		100	0	1	8		2		9
Family Life Bureau	-		-	-		-	-	-	-		-		-
Other Occupational Training													
Catholic Soc. Services	-		-	-		-	-	-	-		-		-
Family Life Bureau	1		10	100		100	$25.00	1	0		1		2
Total: Occupational Training													
Catholic Soc. Services	21	(95%)	4	100	(50%)	100	0	1	8	(100%)	2	(67%)	9
Family Life Bureau	1	(5%)	10	100	(50%)	100	$25.00	1	0		1	(33%)	2
	22			200					8		3		
Personal Development													
Catholic Soc. Services	5	(63%)	8	100	(3%)	100	0	2	4	(29%)	0		7
Family Life Bureau	3	(27%)	6-10	3,188	(97%)	2,688	5	1	10	(71%)	91	(100%)	2
	8			3,288					14		91		
Total: All Courses													
Catholic Soc. Services	26	(87%)	4-8	200	(6%)	200	0	2	12	(54%)	2	(2%)	7, 9
Family Life Bureau	4	(13%)	10	3,288	(94%)	2,788	$5-25.00	2	10	(46%)	92	(98%)	2
	30			3,488					22		94		